

Chapter 237

(House Bill 504)

AN ACT concerning

Excellence in Maryland Public Schools Act

FOR the purpose of authorizing local governing bodies to exceed certain tax and revenue limitations for a certain purpose; altering the definitions of “target per pupil foundation amount”, “collaborative time per pupil amount”, “compensatory education per pupil amount”, “English learner per pupil amount”, “special education per pupil amount”, “growth in the target per pupil foundation amount”, and “change in the per pupil amount” for certain fiscal years; repealing certain provisions of law relating to the Interstate Agreement on Qualifications of Educational Personnel; altering the definitions of target per pupil foundation amount, collaborative time per pupil amount, and special education per pupil amount for certain fiscal years; altering the source of funds for the Blueprint for Maryland’s Future Fund to include the interest earnings of the Academic Excellence Fund; directing county boards of education to provide certain funding to local workforce development boards to support the Career Counseling Program for Middle and High School Students; altering a certain reporting requirement of local workforce development boards; requiring the Accountability and Implementation Board to report to the Governor and the General Assembly on the effectiveness of the Career Counseling Program for Middle and High School Students; altering and adding methods for determining a certain limitation on education funding increases under certain circumstances; freezing certain increases in the Concentration of Poverty School Grant Program for certain fiscal years; authorizing certain county boards of education to spend Concentration of Poverty School Grant Program grants on behalf of certain schools subject to certain criteria; and requiring the State Department of Education to conduct a certain evaluation of the Concentration of Poverty School Grant Program; modifying the school leadership training program; establishing the Collaborative Time Innovation Demonstration Grant in the Department; modifying the school leadership training program; authorizing the Department to establish a national teacher recruitment campaign for certain years; establishing the Maryland Teacher Relocation Incentive Grant in the Department; delaying the phase-in of the minimum percentage of time that teachers on a certain career ladder must teach in a classroom beginning on a certain date; altering mandated appropriations to the Coordinated Community Supports Partnership Fund; providing that, for certain school years, certain provisions relating to the procurement and use of certain digital tools do not apply under certain circumstances; altering the definition of wraparound services to include additional services provided by community schools; altering the definition of wraparound services to include additional services provided by community schools; authorizing a certain office in the Department to hire staff to support the Director of Community Schools; altering the requirements of an implementation plan for community schools; requiring local school systems to develop certain countywide community school implementation plans; requiring the Governor to submit a certain

~~*budget without revision; requiring local school systems to develop certain countywide community school implementation plans; establishing the Academic Excellence Program and the Academic Excellence Fund in the Department; altering the purpose and eligibility criteria of the Grow Your Own Educators Grant Program and altering the distribution and use of Grow Your Own Educators Grant Program grants and altering the distribution and use of Grow Your Own Educators Grant Program grants; requiring the Department to consult with a certain entity to support the development and implementation of grow-your-own programs; altering certain plans and requirements that a certain collaborative must develop or provide; prohibiting a local school system from reducing the compensation of certain teacher candidates; providing that certain provisions of law regarding the issuance of an initial teaching certificate do not apply to certain teachers under certain circumstances; entering into the Interstate Teacher Mobility Compact for the purpose of authorizing regulated teachers who hold multistate licenses to teach in each member state; establishing requirements for multistate licensure; establishing the Interstate Teacher Mobility Compact Commission and its powers and duties; providing for the withdrawal from the Compact; requiring the Department to contract with an independent entity to conduct a certain study of funding special education by a certain date; requiring the Department to consult with a certain entity to evaluate a certain program and establish requirements for certain implementation plans; requiring the Department to provide certain technical assistance to local education agencies for a certain fiscal year; and generally relating to the Blueprint for Maryland's Future.*~~

BY repealing

Chapter 36 of the Acts of the General Assembly of 2021, as amended by Chapter 55 of the Acts of the General Assembly of 2021
Section 19

~~*BY repealing*~~

~~*Article – Education*~~

~~*Section 6–601 through 6–604 and the subtitle “Subtitle 6. Interstate Agreement on Qualifications of Educational Personnel”*~~

~~*Annotated Code of Maryland*~~

~~*(2022 Replacement Volume and 2024 Supplement)*~~

BY repealing and reenacting, without amendments,

Article – Education

Section ~~*5–201(a), 5–201(a) and (c), 5–206(a), 5–222(a)(1), 5–224(a)(1), 6–1002(a)(1), 7–447.1(p)(1) and (3), 7–447.1(b)(1) and (p)(1) and (3), 7–910(a)(1) and (2), 8–313(a)(1), 8–3A–09(a)(1), 8–710(a)(1), and 18–27A–05*~~

Annotated Code of Maryland

(2022 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, with amendments,

Article – Education

Section ~~5-104(d), 5-201(s), 5-201(e),~~ 5-206(f) *and (g)(2)*, 5-213, ~~5-222(a)(3),~~ 5-223, ~~5-224(a)(3), 5-225, 6-124, 5-225, 6-124, 6-126,~~ 6-1002(h), ~~7-447.1(p)(9),~~ ~~8-313(a)(3) and (5), 8-3A-09(a)(3) and (4), 8-710(a)(2) and (4),~~ 9.9-101 through 9.9-104, 18-27A-01 through 18-27A-04, and 18-27A-06

Annotated Code of Maryland

(2022 Replacement Volume and 2024 Supplement)

BY adding to

Article – Education

Section ~~5-210, 6-123.1, 6-130, and 6-131; 6-601 to be under the new subtitle~~
~~“Subtitle 6. Interstate Teacher Mobility Compact”; 6-130, and 6-131; and~~
~~9.12-101 through 9.12-104 6-1101 through 6-1106 to be under the new title~~
~~subtitle “Title 9.12. Subtitle 11. Academic Excellence Program”; and~~
~~7-910(a-1)~~

Annotated Code of Maryland

(2022 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, without amendments,

Article – State Finance and Procurement

Section 6-226(a)(2)(i)

Annotated Code of Maryland

(2021 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, with amendments,

Article – State Finance and Procurement

Section 6-226(a)(2)(ii)204. and 205. *and 7-108*

Annotated Code of Maryland

(2021 Replacement Volume and 2024 Supplement)

BY adding to

Article – State Finance and Procurement

Section 6-226(a)(2)(ii)206.

Annotated Code of Maryland

(2021 Replacement Volume and 2024 Supplement)

BY repealing and reenacting, with amendments,

Chapter 717 of the Acts of the General Assembly of 2024

Section 8(85) and (86)

BY adding to

Chapter 717 of the Acts of the General Assembly of 2024

Section 8(87)

~~SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,~~
~~That Section(s) 6-601 through 6-604 and the subtitle “Subtitle 6. Interstate Agreement on~~

~~Qualifications of Educational Personnel” of Article — Education of the Annotated Code of Maryland be repealed.~~

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That Section(s) 19 of Chapter 36 of the Acts of the General Assembly of 2021, as amended by Chapter 55 of the Acts of the General Assembly of 2021, be repealed.

~~SECTION 2. AND BE IT FURTHER ENACTED~~ 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND ~~2. AND BE IT FURTHER ENACTED~~, That the Laws of Maryland read as follows:

Article – Education

5–104.

(d) (1) Notwithstanding any provision of a county charter that places a limit on that county’s property tax rate or revenues and subject to paragraph (2) of this subsection, a county governing body may set a property tax rate that is higher than the rate authorized under the county’s charter or collect more property tax revenues than the revenues authorized under the county’s charter for the sole purpose of funding the approved budget of the county board INCLUDING ANY PAYMENTS BY THE COUNTY GOVERNING BODY ON BEHALF OF THE COUNTY BOARD TO THE TEACHERS’ PENSION SYSTEM AND THE TEACHERS’ RETIREMENT SYSTEM.

(2) If the county governing body sets a county property tax rate that is greater than the rate authorized under the county’s charter or collects more property tax revenues than the revenues authorized under the county’s charter, the county:

(i) May not reduce funding provided to the county board from any other local revenue source below the funding level in the current county budget; and

(ii) Shall appropriate to the county board all property tax revenues exceeding the amount that would have been available if the county charter limitation had applied.

(3) On or before December 31 of any year in which a county sets a property tax rate as provided in this subsection, the county shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, on the property tax rate set, the additional amount of revenues generated, and the appropriation of the additional revenues.

5–201.

(a) In this subtitle, except as otherwise provided, the following words have the meanings indicated.

(s) “Target per pupil foundation amount” means:

- (1) For fiscal year 2022, \$7,991;
- (2) For fiscal year 2023, \$8,310;
- (3) For fiscal year 2024, \$8,642;
- (4) For fiscal year 2025, \$8,789;
- (5) For fiscal year 2026, ~~[\$9,226]~~ ~~\$9,063~~;
- (6) For fiscal year 2027, ~~[\$9,732]~~ ~~\$9,398~~ \$9,561;
- (7) For fiscal year 2028, ~~[\$10,138]~~ ~~\$9,626~~ \$9,789;
- (8) For fiscal year 2029, ~~[\$10,564]~~ ~~\$9,866~~ \$10,200;
- (9) For fiscal year 2030, ~~[\$11,004]~~ ~~\$10,276~~ \$10,625;
- (10) For fiscal year 2031, ~~[\$11,442]~~ ~~\$10,683~~ \$11,047;
- (11) For fiscal year 2032, ~~[\$11,898]~~ ~~\$11,104~~ \$11,483;
- (12) For fiscal year 2033, ~~[\$12,365]~~ ~~\$11,536~~ \$11,931; ~~and~~

(13) FOR FISCAL YEAR 2034, \$12,381;

(14) FOR FISCAL YEAR 2035, \$12,843; AND

~~**(13) FOR FISCAL YEAR 2034, \$11,946;**~~

~~**(14) FOR FISCAL YEAR 2035, \$12,369;**~~

~~**(15) FOR FISCAL YEAR 2036, \$12,808;**~~

~~**(16) FOR FISCAL YEAR 2037, \$13,259; AND**~~

~~(13)~~ **(15)** ~~(17)~~ For subsequent fiscal years, the target per pupil foundation amount for the prior fiscal year increased by the inflation adjustment rounded to the nearest whole dollar.

5–206.

(a) In this section, “Fund” means the Blueprint for Maryland’s Future Fund.

(f) The Fund consists of:

(1) Revenue distributed to the Fund under Title 9, Subtitles 1D and 1E of the State Government Article and §§ 2–4A–02, 2–605.1, and 2–1303 of the Tax – General Article;

(2) Money appropriated in the State budget for the Fund;

(3) **INTEREST EARNED BY THE ACADEMIC EXCELLENCE FUND ESTABLISHED UNDER ~~§ 9-12-103~~ § 6–1105 OF THIS ARTICLE;** and

[(3)] (4) Any other money from any other source accepted for the benefit of the Fund.

(g) (2) (I) *The Fund may not be used for school construction under Subtitle 3 of this title.*

(II) **THE FUND MAY NOT BE USED TO FUND THE ACADEMIC EXCELLENCE PROGRAM ESTABLISHED UNDER TITLE 6, SUBTITLE 11 OF THIS ARTICLE.**

5–210.

(A) (1) **IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.**

(2) **“BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTIMATE” MEANS THE ESTIMATE OF REVENUES TO BE DISTRIBUTED TO THE BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTABLISHED UNDER § 5–206 OF THIS SUBTITLE BY THE BOARD OF REVENUE ESTIMATES AS REQUIRED BY § 6–106 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.**

(3) **“GENERAL FUND ESTIMATE” MEANS THE ESTIMATE OF GENERAL FUND REVENUES BY THE BOARD OF REVENUE ESTIMATES AS REQUIRED BY § 6–106 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.**

(B) **BEGINNING DECEMBER 1, 2024, AND EACH DECEMBER 1 THEREAFTER, FOR FISCAL YEAR 2026 AND EACH FISCAL YEAR THEREAFTER, IF THERE IS A CUMULATIVE REDUCTION IN THE DECEMBER GENERAL FUND ESTIMATE AND THE BLUEPRINT FOR MARYLAND’S FUTURE FUND ESTIMATE IN THE DECEMBER BOARD OF REVENUE ESTIMATES REPORT FOR THAT FISCAL YEAR THAT IS AT LEAST 3.75% BELOW THE MARCH GENERAL FUND ESTIMATE IN THE MARCH BOARD OF REVENUE**

ESTIMATES REPORT FOR THAT FISCAL YEAR, NOTWITHSTANDING ANY OTHER PROVISION OF LAW:

(1) PER PUPIL FORMULA INCREASES IN MAJOR EDUCATION AID REQUIRED UNDER THIS SUBTITLE SHALL BE 0%; AND

(2) ANY ADDITIONAL FUNDING INCREASES REQUIRED UNDER THIS SUBTITLE SHALL BE LIMITED TO 0%.

(C) THE GOVERNOR SHALL INCLUDE THE LIMITATION ON INCREASES REQUIRED UNDER SUBSECTION (B) OF THIS SECTION IN THE ANNUAL BUDGET BILL IN THE GENERAL ASSEMBLY SESSION IMMEDIATELY FOLLOWING THE DECEMBER BOARD OF REVENUE ESTIMATES REPORT.

5-213.

(a) Each fiscal year, the State shall distribute the State share of the foundation program to each county board.

(b) Except as provided in subsections (c) and (d) of this section, each fiscal year, the county board shall distribute to each school the minimum school funding amount for the foundation program calculated under § 5-234 of this subtitle.

(c) (1) Each county board shall distribute to the local workforce development board for the county the following amount multiplied by the enrollment count in the county:

(i) For fiscal year 2024, \$62; and

(ii) For ~~each of fiscal years 2025 and 2026~~ **FISCAL YEARS 2025 THROUGH 2028**, the prior fiscal year amount increased by the inflation adjustment.

(2) The funds distributed under paragraph (1) of this subsection shall be used to support the Career Counseling Program for Middle and High School Students established under ~~§ 7-126~~ **§ 7-127** of this article that is provided collaboratively by the workforce development board, the school, any other relevant State or local agencies, and employers.

(3) On or before June 30, 2024, and in each of the next ~~2~~ **4** fiscal years, the local workforce development board, in collaboration with the county board and any other relevant State or local agencies, shall report to the Accountability and Implementation Board established under Subtitle 4 of this title on the use of the funds and the impact of the funds on providing career counseling.

(4) ON OR BEFORE JANUARY 1, 2027, THE ACCOUNTABILITY AND IMPLEMENTATION BOARD SHALL REPORT TO THE GOVERNOR AND, IN ACCORDANCE

WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE EFFECTIVENESS OF THE CAREER COUNSELING PROGRAM FOR MIDDLE AND HIGH SCHOOL STUDENTS, INCLUDING:

(I) WHETHER CAREER COUNSELING SERVICES HAVE ADEQUATELY PREPARED STUDENTS FOR POST-COLLEGE AND CAREER READINESS PATHWAYS, INCLUDING:

1. PERCENTAGE OF STUDENTS WHO COMPLETED A CAREER READINESS ASSESSMENT;

2. STUDENT SELF-REPORTED CONFIDENCE LEVELS IN CAREER READINESS;

3. NUMBER OF STUDENTS PARTICIPATING IN CAREER COUNSELING SESSIONS AND COMPLETING A 6-YEAR CAREER PLAN BY THE END OF 8TH GRADE;

4. NUMBER OF STUDENTS WHO PARTICIPATED IN CAREER EXPLORATION ACTIVITIES, INCLUDING FIELD TRIPS, COLLEGE OR TRAINING CENTER VISITS, CAREER FAIRS, OR REGISTERED APPRENTICESHIP PROGRAMS;

5. NUMBER OF STUDENTS WHO IDENTIFIED POST-COLLEGE AND CAREER READINESS PATHWAY PREFERENCES; AND

6. PERCENTAGE OF STUDENTS APPLYING TO POSTSECONDARY EDUCATION, CAREER TRAINING PROGRAMS, OR REGISTERED APPRENTICESHIPS;

(II) WHETHER STUDENTS HAVE RECEIVED HIGH-QUALITY CAREER OPPORTUNITIES AS A RESULT OF THE PROGRAM, INCLUDING:

1. NUMBER OF STUDENTS PARTICIPATING IN REGISTERED APPRENTICESHIPS, INTERNSHIPS, JOB SHADOWING, OR OTHER WORKPLACE OPPORTUNITIES FACILITATED BY THE PROGRAM;

2. EMPLOYER SATISFACTION RATINGS OF STUDENT PREPAREDNESS AND PERFORMANCE;

3. NUMBER OF STUDENTS SECURING A REGISTERED APPRENTICESHIP OR PART-TIME EMPLOYMENT RELATED TO THEIR FIELD OF INTEREST AFTER ENGAGING WITH THE PROGRAM BEFORE GRADUATION; AND

4. NUMBER OF NEW EMPLOYER COLLABORATIONS EACH YEAR; AND

(III) IDENTIFYING LONG-TERM METRICS FOR THE PROGRAM TO DETERMINE THE PROGRAM'S EFFECTIVENESS IN GUIDING HIGH SCHOOL STUDENTS TOWARD SATISFACTORY CAREER PATHS AFTER COMPLETING HIGH SCHOOL, INCLUDING CONSIDERATION OF:

1. EMPLOYMENT RATE OF PROGRAM GRADUATES WITHIN 6 TO 12 MONTHS POST GRADUATION;

2. PERCENTAGE OF STUDENTS EMPLOYED IN THEIR FIELD OF INTEREST OR RELATED INDUSTRY WITHIN 1 YEAR OF GRADUATION;

3. STUDENT-REPORTED JOB SATISFACTION AND CAREER ALIGNMENT BASED ON FOLLOW-UP SURVEYS;

4. COLLEGE PERSISTENCE AND COMPLETION RATES FOR STUDENTS WHO PARTICIPATED IN THE PROGRAM; AND

5. REDUCTION IN THE NUMBER OF STUDENTS WHO ARE UNEMPLOYED OR NOT PARTICIPATING IN A POSTSECONDARY EDUCATION PROGRAM COMPARED TO PRE-PROGRAM DATA.

(d) (1) In this subsection, "collaborative time per pupil amount" means:

(i) ~~For fiscal year [2026] 2030, \$163;~~

(ii) ~~(I) For fiscal year [2027] 2031, \$334;~~

(iii) ~~(II) For fiscal year [2028] 2032, \$512;~~

(iv) ~~(III) For fiscal year [2029] 2033, \$698;~~

(v) ~~(IV) For fiscal year [2030] 2034, \$891;~~

(vi) ~~(V) For fiscal year [2031] 2035, \$1,093;~~

(vii) ~~(VI) For fiscal year [2032] 2036, \$1,306;~~

(viii) ~~(VII) For fiscal year [2033] 2037, \$1,527; and~~

(I) FOR FISCAL YEAR 2029, \$334;

(II) FOR FISCAL YEAR 2030, \$512;

(III) FOR FISCAL YEAR 2031, \$698;

(IV) FOR FISCAL YEAR 2032, \$891;

(V) FOR FISCAL YEAR 2033, \$1,093;

(VI) FOR FISCAL YEAR 2034, \$1,306;

(VII) FOR FISCAL YEAR 2035, \$1,527; AND

~~(ix)~~ **(VIII)** For each fiscal year thereafter, the collaborative time per pupil amount in the prior fiscal year increased by the inflation adjustment.

(2) The collaborative time per pupil amount multiplied by the enrollment count in each county shall be distributed to and expended by schools in each county in accordance with Title 6, Subtitle 10 of this article and the county's collaborative time implementation plan approved by the Accountability and Implementation Board.

5-222.

(a) (1) In this section the following words have the meanings indicated.

(3) (I) [“Compensatory”] **FOR FISCAL YEARS 2022 THROUGH 2025,** “COMPENSATORY education per pupil amount” means the following proportions of the target per pupil foundation amount:

[(i)] 1. For fiscal year 2022, 91%;

[(ii)] 2. For fiscal year 2023, 89%;

[(iii)] 3. For fiscal year 2024, 87%; AND

[(iv)] 4. For fiscal year 2025, 86%[;].

(II) BEGINNING IN FISCAL YEAR 2026, “COMPENSATORY EDUCATION PER PUPIL AMOUNT” MEANS:

[(v)] 1. For fiscal year 2026, [85%] \$7,842;

[(vi)] 2. For fiscal year 2027, [80%] \$7,786;

[(vii)] 3. For fiscal year 2028, [78%] \$7,908;

[(viii)] 4. For fiscal year 2029, [76%] \$8,029;

[(ix)] 5. For fiscal year 2030, [76%] \$8,363;

[(x)] 6. For fiscal year 2031, [75%] \$8,582;

[(xi)] 7. For fiscal year 2032, [71%] \$8,448; [and]

[(xii)] 8. For fiscal year 2033 [and each fiscal year thereafter, 73%], \$9,026; AND

9. FOR SUBSEQUENT FISCAL YEARS, THE COMPENSATORY EDUCATION PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.

5–223.

(a) (1) In this section the following words have the meanings indicated.

(2) “Community school” means a community school under Title 9.9 of this article.

(3) (i) Except as provided in subparagraph (ii) of this paragraph, “concentration of poverty level” means the average percentage of eligible students of the school’s enrollment for the 3 prior school years rounded to the nearest whole percent.

(ii) If the 3 prior school years includes the 2020–2021 school year, “concentration of poverty level” means:

1. The sum of the percentage of eligible students of the school’s enrollment for the 4 prior school years minus the 2020–2021 school year percentage of eligible students; divided by

2. Three; and

3. Rounded to the nearest whole percent.

(4) (i) “Eligible school” means:

1. For the personnel grant, a public school, including a public charter school, with a concentration of poverty level of:

A. For fiscal year 2020, at least 80%;

B. For fiscal year 2021, at least 75%;

C. For fiscal year 2022, at least 70%;

D. For fiscal year 2023, at least 65%;

E. For fiscal year 2024, at least 60%; and

F. For fiscal year 2025, and each fiscal year thereafter, at least 55%; and

2. For the per pupil grant, a public school, including a public charter school, with a concentration of poverty level of:

A. For fiscal year 2022, at least 80%;

B. For fiscal year 2023, at least 75%;

C. For fiscal year 2024, at least 70%;

D. For fiscal year 2025, at least 65%;

E. For fiscal year 2026, at least 60%; and

F. For fiscal year 2027, and each fiscal year thereafter, at least 55%.

(ii) “Eligible school” includes an alternative option program in the local school system if the students in the program are not included in the count of eligible students for another program or school to determine eligibility for the concentration of poverty grant.

(iii) “Eligible school” does not include a school that is eligible to receive funding under this section but has closed.

(5) “Eligible student” means the compensatory education enrollment as defined in § 5–222 of this subtitle in the second prior fiscal year rounded to the nearest whole number.

(6) “Locally funded county” means a county board that receives a compensatory education State share under § 5–221(c)(1)(ii) of this subtitle.

(7) “Needs assessment” means the assessment completed under § 9.9–104 of this article.

(8) “Per pupil grant amount” means, for all eligible schools in the county, the per pupil amount for each eligible school calculated under subsection (d) of this section multiplied by the number of eligible students in the school.

(9) “Per pupil maximum amount” means:

(i) For fiscal year 2022, \$3,374.48; and

(ii) For each subsequent fiscal year, the prior fiscal year amount increased by the inflation adjustment.

(10) “Program” means the Concentration of Poverty School Grant Program established under this section.

(11) “Sliding scale adjustment factor” means:

(i) For fiscal year 2022, \$7,422.33; and

(ii) For each subsequent fiscal year, the prior fiscal year amount increased by the inflation adjustment.

(12) “Sliding scale upper limit” means:

(i) For fiscal year 2022, \$13,495.15; and

(ii) For each subsequent fiscal year, the prior fiscal year amount increased by the inflation adjustment.

(13) “State funded county” means a county that is not a locally funded county.

(14) “Wraparound services” includes the wraparound services defined under § 9.9–101 of this article.

(b) (1) There is a Concentration of Poverty School Grant Program in the State.

(2) The purpose of the Program is to provide grants to eligible schools with a high concentration of eligible students.

(3) The Program consists of the:

(i) Personnel grant; and

(ii) Per pupil grant.

(c) (1) (i) **[1.]** For fiscal year 2022, the State shall distribute a personnel grant to each county board equal to \$248,833 for each eligible school in the county.

[2.] (II) In each subsequent fiscal year, the personnel grant equals the personnel grant in the prior fiscal year increased by the inflation adjustment.

[(ii)] (III) Except as provided in **[subparagraph (iii) of this paragraph]** **SUBSECTION (G) OF THIS SECTION**, each county board shall distribute directly to each eligible school the amount provided under paragraph (1)(i) **AND (II)** of this subsection.

[(iii) 1.] Except as provided in subsubparagraph 2 of this subparagraph, if a local school system has at least 40 eligible schools, the county board may, on behalf of eligible schools, expend no more than 50% of the funds distributed by the State under this paragraph, provided that a plan is developed in consultation with the eligible schools that ensures that the requirements of paragraphs (2) through (8) of this subsection are met and the plan is submitted to the Accountability and Implementation Board in accordance with § 5–402 of this title.

2. Subsubparagraph 1 of this subparagraph does not apply to a public charter school unless the public charter school chooses to participate in the plan.]

(2) (i) Each eligible school shall employ one community school coordinator staff position in the eligible school.

(ii) 1. Each eligible school shall provide full–time coverage by at least one professional health care practitioner during school hours, including any extended learning time, who is a licensed physician, a licensed physician’s assistant, or a licensed registered nurse, practicing within the scope of the health care practitioner’s license.

2. A health care practitioner providing coverage under this subparagraph may work under a school health services program, a county health department, or a school–based health center.

3. This subparagraph may not be construed to:

A. Require that an eligible school hire a full–time health care practitioner staff position; or

B. Preclude the hiring of any other health care practitioners that meet the needs of the students.

(3) Each eligible school shall use the personnel grant to fund the requirements under paragraph (2) of this subsection.

(4) If the personnel grant provided to an eligible school exceeds the cost to employ the positions and provide the coverage required under paragraph (2) of this subsection, the eligible school may only use the excess funds to:

(i) Provide wraparound services to the students enrolled in the eligible school;

(ii) Complete the needs assessment; and

(iii) In fiscal years 2021 through 2025, provide the requirements under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.

(5) (i) If an eligible school, prior to receiving a personnel grant, employs an individual in a position or has the coverage required under paragraph (2) of this subsection, at least the same amount of funds shall be provided to the eligible school to be used for those positions or coverage after receiving a personnel grant.

(ii) If an eligible school satisfies subparagraph (i) of this paragraph, then the school shall use the personnel grant in accordance with paragraph (4) of this subsection.

(6) The community school coordinator shall be subject to the requirements under § 9.9–104 of this article.

(7) A county that provides a school nurse, school health services, or community school services from funds outside of those made in the fiscal year 2019 local appropriation to the county board shall continue to provide at least the same resources to an eligible school through fiscal year 2030.

(8) If an eligible school becomes ineligible, the school shall remain entitled to the personnel grant for two school years after the school loses eligibility but may not receive the per pupil grant.

(9) The personnel and per pupil grant may be used through fiscal year 2027 to provide the programs required under COMAR Title 13A, Subtitle 04, including 13A.04.16.01.

(d) (1) (i) 1. Eligible schools with a concentration of poverty level of at least 80% shall receive a per pupil grant beginning in fiscal year 2022.

2. All other eligible schools shall receive the per pupil grant 1 year after becoming eligible and on completion of the needs assessment required under § 9.9–104 of this article.

(ii) Except as provided in paragraph (3) of this subsection, each eligible school shall receive a per pupil grant each fiscal year equal to the product of the total number of eligible students in the school and the per pupil amount based on the sliding scale under paragraph (2) of this subsection.

(2) (i) The sliding scale per pupil amount shall be calculated as provided in this paragraph.

(ii) For schools with a concentration of poverty level less than or equal to 55%, the per pupil amount is \$0.

(iii) For schools with a concentration of poverty level greater than 55% but less than 80%, the per pupil amount is equal to the product of the concentration of poverty level and the sliding scale upper limit minus the sliding scale adjustment factor.

(iv) For schools with a concentration of poverty level equal to or greater than 80% the per pupil amount is the maximum per pupil amount.

(3) Except as provided in paragraph ~~[(4)]~~ ~~(5)~~ of this subsection, each eligible school shall receive the following proportion of the per pupil grant calculated under paragraph (2) of this subsection rounded to the nearest whole dollar:

- (i) For the 1st year of eligibility, 16%;
- (ii) For the 2nd year of eligibility, 32%;
- (iii) For the 3rd year of eligibility, 37%;
- (iv) For the 4th year of eligibility, 55%;
- (v) For the 5th year of eligibility, 66%;
- (vi) For the 6th year of eligibility, 75%; and
- (vii) For the 7th year of eligibility and each year of eligibility thereafter, 100%.

~~(4) (I) FOR FISCAL YEARS 2027 AND 2028, INCREASES IN THE PROPORTION OF THE PER PUPIL AMOUNT FOR EACH ELIGIBLE SCHOOL CALCULATED UNDER PARAGRAPH (2) OF THIS SUBSECTION SHALL PAUSE AT THE PROPORTION ELIGIBLE SCHOOLS RECEIVED IN FISCAL YEAR 2026.~~

~~(II) BEGINNING IN FISCAL YEAR 2029, THE INCREASES IN THE PROPORTION OF THE PER PUPIL AMOUNT FOR EACH ELIGIBLE SCHOOL SHALL~~

~~RESUME BASED ON THE AMOUNT THE ELIGIBLE SCHOOL WOULD HAVE RECEIVED IN FISCAL YEAR 2027 AS CALCULATED UNDER PARAGRAPH (3) OF THIS SUBSECTION.~~

~~[(4)] (5)~~ Beginning in fiscal year ~~[(2030)] 2032~~, each eligible school shall receive 100% of the per pupil grant calculated under paragraph (2) of this subsection rounded to the nearest whole dollar.

(e) (1) For a locally funded county each fiscal year, the State shall distribute the State share of the per pupil grant amount to each county board.

(2) For a State funded county:

(i) The State shall distribute 100% of the per pupil grant amount to each county board; and

(ii) There is no local share of the per pupil grant amount.

(3) Each fiscal year, the county board shall distribute to each school the minimum school funding amount for the per pupil grant amount calculated under § 5-234 of this subtitle.

(f) (1) **[Each] EXCEPT AS PROVIDED IN SUBSECTION (G) OF THIS SECTION, EACH** eligible school shall use the per pupil grant to provide wraparound services and other programs and services identified in the eligible school's needs assessment plan.

(2) [(i) Except as provided in subparagraph (ii) of this paragraph, if a local school system has at least 40 eligible schools, the county board may, on behalf of the eligible schools, expend no more than 50% of the funds distributed for the per pupil grant, provided that a plan is developed in consultation with the eligible schools that ensures that the requirements of paragraph (1) of this subsection are met and the plan is submitted to the Accountability and Implementation Board under § 5-402 of this title.

(ii) Subparagraph (i) of this paragraph does not apply to a public charter school unless the public charter school chooses to participate in the plan.

(3)] A local school system may request flexibility in distributing funds through [the Accountability and Implementation Board appeal process under § 5-406 of this title] **AN APPEALS PROCESS ESTABLISHED BY THE DEPARTMENT.**

(g) (1) **EXCEPT AS PROVIDED IN PARAGRAPH (2) OF THIS SUBSECTION**
~~AND SUBJECT TO PARAGRAPH (3) OF THIS SUBSECTION,~~ **IF A LOCAL SCHOOL SYSTEM HAS AT LEAST 2 10 ELIGIBLE SCHOOLS OR IF AT LEAST 35% OF A LOCAL SCHOOL SYSTEM'S SCHOOLS ARE ELIGIBLE SCHOOLS:**

(I) THE COUNTY BOARD MAY, ON BEHALF OF THE ELIGIBLE SCHOOLS, EXPEND NO MORE THAN ~~50% 40%~~ 50% OF THE FUNDS DISTRIBUTED FOR THE PROGRAM, PROVIDED THAT A PLAN IS DEVELOPED IN CONSULTATION WITH THE ELIGIBLE SCHOOLS THAT ENSURES THAT THE REQUIREMENTS OF SUBSECTIONS (C)(2) THROUGH (8) AND (F)(1) OF THIS SECTION ARE MET AND THE PLAN, CONSISTENT WITH THE REQUIREMENTS IN TITLE 9.9 OF THIS ARTICLE, IS SUBMITTED TO THE DEPARTMENT; AND

(II) ~~THE~~ IN EXPENDING FUNDS ON BEHALF OF AN ELIGIBLE SCHOOL A COUNTY BOARD MAY ~~NOT EXPEND A PORTION OF THE SPEND FUNDS DISTRIBUTED FOR THE PROGRAM ON CENTRAL ADMINISTRATIVE COSTS, INCLUDING TO BUT MAY~~ THAT DIRECTLY BENEFIT AN ELIGIBLE SCHOOL, INCLUDING TO:

1. PROVIDE CENTRAL SUPPORT TO EFFECTIVELY MANAGE PROGRAM FUNDS; ~~PROVIDE CENTRAL SUPPORT TO EFFECTIVELY MANAGE PROGRAM FUNDS;~~

~~2.~~ 2. ENTER INTO CONTRACTS WITH OUTSIDE SERVICE PROVIDERS THAT SUPPORT AT LEAST 2 ELIGIBLE SCHOOLS; ~~AND~~

~~3.~~ 3. COORDINATE SPENDING ON BEHALF OF ELIGIBLE SCHOOLS UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH; ~~AND~~

4. ANY OTHER ADMINISTRATIVE COST AS DEFINED BY THE DEPARTMENT THROUGH REGULATION; ~~AND~~

~~4.~~ ~~ANY OTHER ADMINISTRATIVE COST AS DEFINED BY THE DEPARTMENT THROUGH REGULATION.~~

(2) PARAGRAPH (1) OF THIS SUBSECTION DOES NOT APPLY TO A PUBLIC CHARTER SCHOOL UNLESS THE PUBLIC CHARTER SCHOOL CHOOSES TO PARTICIPATE IN THE PLAN.

(3) A COUNTY BOARD THAT EXPENDS FUNDS ON BEHALF OF ELIGIBLE SCHOOLS IN THE COUNTY IN ACCORDANCE WITH THIS SUBSECTION SHALL PROVIDE TO EACH ELIGIBLE SCHOOL:

(I) AN ITEMIZED LIST OF SERVICES PROVIDED FOR STUDENTS AND THEIR FAMILIES THAT MEET THE NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT OF THE ELIGIBLE SCHOOL; AND

(II) THE AMOUNT OF FUNDING SPENT ON EACH SERVICE; AND

(III) THE AMOUNT OF FUNDING SPENT ON CENTRAL ADMINISTRATIVE SUPPORT FOR SERVICES PROVIDED TO THE SCHOOL.

(4) (I) THE DEPARTMENT MAY ADOPT POLICIES AND PROCEDURES TO CARRY OUT THIS SUBSECTION.

(II) BY JULY 1, 2026, THE DEPARTMENT SHALL ADOPT REGULATIONS TO CARRY OUT THIS SUBSECTION.

(H) On or before October 1, 2021, and each October 1 thereafter, the Department shall submit to the Department of Budget and Management and the Department of Legislative Services the percentage and number of students at each school eligible for free or reduced price meals in the prior school year and each public school's eligibility for a grant under this program in the upcoming fiscal year.

[(h)] (I) (1) On or before August 15, 2025, and each August 15 thereafter, each community school coordinator of an eligible school shall submit to the Department [and the Accountability and Implementation Board] an evaluation that provides for the immediately preceding school year for the community school coordinator's eligible school:

(i) How funds provided under this section were allocated at the beginning of the school year compared to how the funds were actually used;

(ii) The numbers of:

1. Students identified as needing wraparound services;
2. Students and families provided with wraparound services, categorized by the type of service as described under § 9.9–101 of this article; and
3. Families, organizations, and community members who volunteered at the eligible school;

(iii) The rates of:

1. Chronic absenteeism; and
2. Student disciplinary action; and

(iv) Strategies for reducing the rate of chronic absenteeism identified under item (iii) of this paragraph.

(2) Each community school coordinator shall use the evaluation form developed by the Director of Community Schools under § 9.9–103 of this article.

(3) The Department [and the Accountability and Implementation Board] shall:

(i) ~~Make~~ TRANSMIT THE FINAL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE ~~TRANSMIT THE FINAL REPORT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE~~ publicly available each evaluation submitted under this subsection; and

(ii) On or before December 1, 2024, ~~jointly~~ submit a report to the General Assembly, in accordance with § 2-1257 of the State Government Article, on possible methods for ensuring that funds provided under this section are used appropriately and effectively.

(4) (I) ON OR BEFORE DECEMBER 1, 2028, THE DEPARTMENT SHALL CONDUCT A STATEWIDE EVALUATION OF THE PROGRAM.

(II) THE DEPARTMENT SHALL ~~TRANSMIT THE FINAL REPORT~~ SUMMARIZE THE RESULTS OF THE FINDINGS IN A REPORT THAT THE DEPARTMENT SHALL:

1. TRANSMIT TO THE ACCOUNTABILITY AND IMPLEMENTATION BOARD AND MAKE THE REPORT;

2. SUBMIT TO THE GENERAL ASSEMBLY IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE; AND

3. MAKE PUBLICLY AVAILABLE.

5-224.

(a) (1) In this section the following words have the meanings indicated.

(3) (I) FOR FISCAL YEARS 2022 THROUGH 2025, “English learner per pupil amount” means the following proportions of the target per pupil foundation amount:

[(i)] 1. For fiscal year 2022, 100%;

[(ii)] 2. For fiscal year 2023, 100%;

[(iii)] 3. For fiscal year 2024, 100%; AND

[(iv)] 4. For fiscal year 2025, 102%[;].

(II) BEGINNING IN FISCAL YEAR 2026, “ENGLISH LEARNER PER PUPIL AMOUNT” MEANS:

[(v)] 1. For fiscal year 2026, [98%] \$9,041;

[(vi)] 2. For fiscal year 2027, [94%] \$9,148;

[(vii)] 3. For fiscal year 2028, [92%] \$9,327;

[(viii)] 4. For fiscal year 2029, [91%] \$9,613;

[(ix)] 5. For fiscal year 2030, [89%] \$9,794;

[(x)] 6. For fiscal year 2031, [88%] \$10,069;

[(xi)] 7. For fiscal year 2032, [86%] \$10,232; [and]

[(xii)] 8. For fiscal year 2033 [and each fiscal year thereafter, 85%], \$10,510; AND

9. FOR SUBSEQUENT FISCAL YEARS, THE ENGLISH LEARNER PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.

5-225.

(a) (1) In this section the following words have the meanings indicated.

(2) (i) “Special education enrollment” means the number of students enrolled in a public school in the prior fiscal year who required special education services as defined in the federal Individuals with Disabilities Education Act.

(ii) “Special education enrollment” includes special education students enrolled in a publicly funded prekindergarten program under Title 7, Subtitle 1A of this article.

(iii) “Special education enrollment” does not include students who are enrolled in or attend:

1. The Maryland School for the Blind;

2. The Maryland School for the Deaf; or

3. An educational program operated by the State.

(3) (I) *["Special] FOR FISCAL YEARS 2022 THROUGH 2025, "SPECIAL education per pupil amount" means the following proportions of the target per pupil foundation amount:*

[(i)] 1. For fiscal year 2022, 86%;

[(ii)] 2. For fiscal year 2023, 86%;

[(iii)] 3. For fiscal year 2024, 92%; AND

[(iv)] 4. For fiscal year 2025, 99%[:].

(II) BEGINNING IN FISCAL YEAR 2026, "SPECIAL EDUCATION PER PUPIL AMOUNT" MEANS:

[(v)] 1. For fiscal year 2026, [103%] \$9,503;

[(vi)] 2. For fiscal year 2027, [112%] \$10,900;

[(vii)] 3. For fiscal year 2028, [122%] \$12,368;

[(viii)] 4. For fiscal year 2029, [136%] \$14,367;

[(ix)] 5. For fiscal year 2030, [153%] \$16,836;

[(x)] 6. For fiscal year 2031, [151%] \$17,277;

[(xi)] 7. For fiscal year 2032, [148%] \$17,609; [and]

[(xii)] 8. For fiscal year 2033 [and each fiscal year thereafter, 146%], \$18,053; AND

9. FOR SUBSEQUENT FISCAL YEARS, THE SPECIAL EDUCATION PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.

(b) Each school shall use the funds provided under this section to provide the services required by each student's individualized education program or 504 plans.

(c) (1) Each fiscal year, the State shall distribute the State share for special education to each county board.

(2) Each fiscal year, the county board shall distribute to each school or publicly funded prekindergarten program the minimum school funding amount for special education calculated under § 5-234 of this subtitle.

6-124.

(a) (1) The Department shall establish, in collaboration with the Accountability and Implementation Board established under § 5-402 of this article, a school leadership training program for the State Superintendent, county superintendents, senior instruction-related staff, members of the Accountability and Implementation Board, members of the State Board, members of county boards, and school [principals] LEADERS.

(2) THE SCHOOL LEADERSHIP TRAINING PROGRAM CONSISTS OF TWO COMPONENTS:

(I) THE SCHOOL SYSTEM LEADERSHIP TRAINING PROGRAM;
AND

(II) THE MARYLAND SCHOOL LEADERSHIP ACADEMY.

[(2) (i)] (B) (1) The following individuals shall complete the school SYSTEM leadership training program:

[1.] (I) The State Superintendent;

[2.] (II) A county superintendent; and

[3.] (III) The chair and vice chair of the State Board, a county board, and the Accountability and Implementation Board.

[(ii) The individuals described in paragraph (1) of this subsection not required to complete the training under subparagraph (i) of this paragraph are, to the extent practicable, encouraged to complete the school leadership training program.]

[(b)] (2) The school SYSTEM leadership training program shall BE:

[(1) Be:]

(i) For a duration of 12 months;

(ii) Cohort-based to encourage collaboration and shared learning, including through regional gatherings of education leaders and other meetings when appropriate;

(iii) To the extent practicable, job-embedded to allow for application of knowledge and techniques;

(iv) Tailored to program participants using self-diagnostics and school-level diagnostics;

(v) Evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act; [and]

(vi) Provided through both in-person and virtual sessions; and

[(2)] (VII) Include training on the Blueprint for Maryland's Future, as defined in § 5-401 of this article.

[(c)] (3) The school SYSTEM leadership training program shall include:

[(1)] (I) A review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;

[(2)] (II) A model for strategic thinking that will assist education leaders to transform districts and redesign schools under their leadership;

[(3)] (III) Training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;

[(4)] (IV) A research-based model for coaching school leaders and instructional coaches;

[(5)] (V) A review of research regarding:

[(i)] 1. The benefits to students from access to high-quality and diverse teachers;

[(ii)] 2. Methods to attract highly qualified teachers from diverse backgrounds who reflect the demographics of the students they teach; and

[(iii)] 3. Best practices for teacher retention, including retention of teachers from diverse backgrounds;

[(6)] (VI) Lessons in transformational leadership;

[(7)] (VII) A method for organizing schools to achieve high performance, including;

- [(i)] 1. Building instructional leadership teams;
- [(ii)] 2. Implementing career ladders for teachers;
- [(iii)] 3. Overseeing teacher induction and mentoring systems; and
- [(iv)] 4. Identifying, recruiting, and retaining high-quality and diverse school leaders;
- [(8)] (VIII) Training to provide a deep understanding of standards-aligned instructional systems;
- [(9)] (IX) An overview of ethical leadership directly tied to the educational leaders' responsibility to drive equitable learning in their schools; and
- [(10)] (X) A review of research regarding methods to attract and retain an inclusive workforce.

(C) (1) (I) THE FOLLOWING INDIVIDUALS MAY COMPLETE THE MARYLAND SCHOOL LEADERSHIP ACADEMY:

- 1. SCHOOL PRINCIPALS;
- 2. SCHOOL ASSISTANT PRINCIPALS;
- 3. SCHOOL-BASED OR COUNTY BOARD LEADERS INTERESTED IN DEVELOPING THE INSTRUCTIONAL LEADERSHIP SKILLS TO BECOME AN EFFECTIVE SCHOOL PRINCIPAL OR ASSISTANT PRINCIPAL; AND
- 4. OTHER INDIVIDUALS THE DEPARTMENT OR COUNTY BOARD DETERMINES COULD BENEFIT FROM THE ACADEMY.

(II) SCHOOL LEADERS WHO WORK IN OR ARE INTERESTED IN TRANSFERRING TO A COMMUNITY SCHOOL OR A LOW-PERFORMING SCHOOL SHALL BE GIVEN PRIORITY IN PARTICIPATING IN THE ACADEMY.

(2) THE MARYLAND SCHOOL LEADERSHIP ACADEMY:

(I) SHALL BE:

- 1. FOR A DURATION OF 12 MONTHS;

2. COHORT-BASED TO ENCOURAGE COLLABORATION AND SHARED LEARNING;

3. TO THE EXTENT PRACTICABLE, JOB-EMBEDDED TO ALLOW FOR APPLICATION OF KNOWLEDGE AND TECHNIQUES;

4. TAILORED TO PARTICIPANTS USING SELF-DIAGNOSTICS AND SCHOOL-LEVEL DIAGNOSTICS;

5. EVIDENCE-BASED IN ACCORDANCE WITH THE GUIDELINES FOR THE FEDERAL EVERY STUDENT SUCCEEDS ACT; AND

6. PROVIDED THROUGH BOTH IN-PERSON AND VIRTUAL SESSIONS; AND

(II) SHALL INCLUDE TRAINING ON BEST PRACTICES AND STRATEGIES USED BY HIGHLY EFFECTIVE SCHOOL LEADERS THAT WILL ENABLE SCHOOL LEADERS TO IMPLEMENT COMPONENTS OF THE BLUEPRINT FOR MARYLAND'S FUTURE, AS DEFINED IN § 5-401 OF THIS ARTICLE.

(3) THE MARYLAND SCHOOL LEADERSHIP ACADEMY SHALL INCLUDE:

(I) STRATEGIC PLANNING AND CHANGE MANAGEMENT TO TRANSFORM AND REDESIGN SCHOOLS;

(II) INSTRUCTIONAL LEADERSHIP, INCLUDING:

1. ALIGNMENT BETWEEN STANDARDS, ASSESSMENTS, AND INTERNALIZING CURRICULUM;

2. LESSON OBSERVATIONS, PROVIDING FEEDBACK, AND TEACHER COACHING; AND

3. DATA-INFORMED INSTRUCTION AND DRIVING EQUITABLE LEARNING OUTCOMES ACROSS STUDENT GROUPS;

(III) BEST PRACTICES FOR FACILITATING PROFESSIONAL LEARNING AMONG TEACHERS;

(IV) METHODS FOR RECRUITING AND RETAINING HIGHLY QUALIFIED TEACHERS AND TEACHERS FROM DIVERSE BACKGROUNDS WHO REFLECT THE DEMOGRAPHICS OF THE STUDENTS THEY TEACH;

(V) A METHOD FOR ORGANIZING SCHOOLS TO ACHIEVE HIGH PERFORMANCE, INCLUDING:

1. BUILDING INSTRUCTIONAL LEADERSHIP TEAMS;
2. UTILIZING TEACHERS ON THE CAREER LADDER; AND
3. MASTER SCHEDULING; AND

(VI) STRATEGIES FOR EFFECTIVE PEER MENTORSHIP.

(4) (I) THE MARYLAND SCHOOL LEADERSHIP ACADEMY MAY INCLUDE A MENTORSHIP COMPONENT FOR PARTICIPANTS.

(II) EFFECTIVE SCHOOL LEADERS SHALL BE SELECTED TO SERVE AS MENTORS.

(III) MENTORS MAY BE PAID A STIPEND TO PARTICIPATE IN THE ACADEMY.

~~5-225.~~

~~(a) (1) In this section the following words have the meanings indicated:~~

~~(2) (i) "Special education enrollment" means the number of students enrolled in a public school in the prior fiscal year who required special education services as defined in the federal Individuals with Disabilities Education Act.~~

~~(ii) "Special education enrollment" includes special education students enrolled in a publicly funded prekindergarten program under Title 7, Subtitle 1A of this article.~~

~~(iii) "Special education enrollment" does not include students who are enrolled in or attend:~~

- ~~1. The Maryland School for the Blind;~~
- ~~2. The Maryland School for the Deaf; or~~
- ~~3. An educational program operated by the State.~~

~~(3) (I) ["Special"] FOR FISCAL YEARS 2022 THROUGH 2025, "SPECIAL education per pupil amount" means the following proportions of the target per pupil foundation amount:~~

- ~~[(i)] 1. For fiscal year 2022, 86%;~~
- ~~[(ii)] 2. For fiscal year 2023, 86%;~~
- ~~[(iii)] 3. For fiscal year 2024, 92%; AND~~
- ~~[(iv)] 4. For fiscal year 2025, 99%[.];~~

~~(H) BEGINNING IN FISCAL YEAR 2026, “SPECIAL EDUCATION PER PUPIL AMOUNT” MEANS THE FOLLOWING:~~

- ~~[(v)] 1. For fiscal year 2026, [103%] \$9,503;~~
- ~~[(vi)] 2. For fiscal year 2027, [112%] \$10,900;~~
- ~~[(vii)] 3. For fiscal year 2028, [122%] \$12,368;~~
- ~~[(viii)] 4. For fiscal year 2029, [136%] \$14,367;~~
- ~~[(ix)] 5. For fiscal year 2030, [153%] \$16,836;~~
- ~~[(x)] 6. For fiscal year 2031, [151%] \$17,277;~~
- ~~[(xi)] 7. For fiscal year 2032, [148%] \$17,609; [AND]~~
- ~~[(xii)] 8. For fiscal year 2033 [and each fiscal year thereafter, 146%], \$18,424; AND~~

~~9. FOR SUBSEQUENT FISCAL YEARS, THE SPECIAL EDUCATION PER PUPIL AMOUNT FOR THE PRIOR FISCAL YEAR INCREASED BY THE INFLATION ADJUSTMENT ROUNDED TO THE NEAREST WHOLE DOLLAR.~~

~~(b) Each school shall use the funds provided under this section to provide the services required by each student’s individualized education program or 504 plans.~~

~~(e) (1) Each fiscal year, the State shall distribute the State share for special education to each county board.~~

~~(2) Each fiscal year, the county board shall distribute to each school or publicly funded prekindergarten program the minimum school funding amount for special education calculated under § 5-234 of this subtitle.~~

~~6-123.1.~~

~~(A) IN THIS SECTION, "GRANT" MEANS THE COLLABORATIVE TIME INNOVATION DEMONSTRATION GRANT.~~

~~(B) (1) FOR FISCAL YEARS 2026 THROUGH 2029, THERE IS A COLLABORATIVE TIME INNOVATION DEMONSTRATION GRANT.~~

~~(2) (I) THE PURPOSE OF THE GRANT IS TO PROVIDE FUNDS TO ESTABLISH INNOVATIVE MODELS THAT CAN BE REPLICATED FOR TEACHER COLLABORATION AT THE SCHOOL OR LOCAL SCHOOL SYSTEM LEVEL THAT IMPROVE TEACHER RETENTION AND STUDENT LEARNING.~~

~~(II) INNOVATIVE MODELS MAY INCLUDE ELEMENTS, IN WHOLE OR IN PART, OF THE FOLLOWING:~~

~~1. A TEAM-BASED, EXPERT-LED STRUCTURE IN WHICH EDUCATORS SHARE THE WORK OF PLANNING FOR INSTRUCTION AND THE PROVISION OF STUDENT SUPPORTS, EDUCATING, AND SUPPORTING STUDENTS;~~

~~2. REDUCED WORKLOADS AND OPPORTUNITIES TO LEARN AND PRACTICE FOR NEW TEACHERS, TEACHERS IN LOW-PERFORMING SCHOOLS, AND TEACHERS IN SCHOOLS RECEIVING THE CONCENTRATION OF POVERTY GRANT, GRADUALLY INCREASING TO FULL TEACHING RESPONSIBILITIES;~~

~~3. MODIFIED TEACHING SCHEDULES THAT ALLOW TIME FOR REFLECTION, COLLABORATION, AND STUDENT CONNECTIONS;~~

~~4. MEANINGFUL LEADERSHIP OPPORTUNITIES FOR EFFECTIVE, EXPERIENCED TEACHERS TO GROW IN THEIR CAREERS, EXTEND THEIR IMPACT, AND INCREASE THEIR COMPENSATION IN ALIGNMENT WITH THE CAREER LADDER; OR~~

~~5. FLEXIBLE SCHEDULES AND STAFFING PLANS THAT ALLOW FOR ADDITIONAL INSTRUCTIONAL TIME OR SMALLER GROUP SETTINGS FOR STUDENTS WHO NEED IT MOST.~~

~~(3) THE DEPARTMENT SHALL ADMINISTER THE GRANT.~~

~~(4) ALLOWABLE USES OF GRANT FUNDS INCLUDE:~~

~~(I) COMPENSATION FOR ADDITIONAL STAFF TO SUPPORT TEACHER RELEASE TIME;~~

~~(II) PLANNING RELATED TO A NEW MASTER SCHEDULE AND
TEACHER STAFFING ASSIGNMENTS;~~

~~(III) PROFESSIONAL DEVELOPMENT;~~

~~(IV) TECHNICAL ASSISTANCE FROM AN APPROVED VENDOR;~~

~~(V) COSTS INVOLVED WITH INCREASED INTERACTIONS
BETWEEN TEACHERS AND OTHER SCHOOL PERSONNEL TO BENEFIT STUDENTS; AND~~

~~(VI) ANY OTHER USE APPROVED BY THE DEPARTMENT.~~

~~(c) (1) (i) A COUNTY BOARD MAY SUBMIT A PROPOSAL TO THE
DEPARTMENT TO RECEIVE A GRANT TO ESTABLISH AN INNOVATIVE MODEL THAT
FURTHERS THE PURPOSE OF THE GRANT.~~

~~(ii) TO BE ELIGIBLE FOR A GRANT, AN APPLICATION MUST BE
SUBMITTED WITH A COSIGNED AGREEMENT FROM THE COUNTY BOARD'S LOCAL
EMPLOYEE ORGANIZATION AS DEFINED UNDER § 6-401 OF THIS TITLE.~~

~~(iii) ONLY APPLICATIONS FOR NEW PROGRAMS NOT ALREADY IN
PLACE AT THE SCHOOL OR SYSTEM LEVEL ARE ELIGIBLE TO RECEIVE FUNDS.~~

~~(2) AN APPLICATION SHALL INCLUDE:~~

~~(i) A DESCRIPTION OF THE PROPOSED INNOVATIVE MODEL;~~

~~(ii) A FINANCIAL PLAN THAT DETAILS THE ESTIMATED TOTAL
COST, INCLUDING ANY ONE-TIME COSTS, OF IMPLEMENTING THE PROPOSED
INNOVATIVE MODEL;~~

~~(iii) A DESCRIPTION OF THE GOALS AND METRICS USED TO
EVALUATE THE EFFICACY OF THE GRANT AND INNOVATIVE MODEL; AND~~

~~(iv) ANY OTHER INFORMATION REQUIRED BY THE
DEPARTMENT.~~

~~(3) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND
PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.~~

~~(4) THE DEPARTMENT MAY ISSUE PLANNING GRANTS BEFORE
AWARDING DEMONSTRATION GRANTS.~~

~~(5) THE DEPARTMENT SHALL ENSURE, TO THE EXTENT PRACTICABLE, DIVERSITY AMONG THE GRANTEES FOR THE FOLLOWING CATEGORIES:~~

~~(I) GEOGRAPHIC LOCATION IN THE STATE;~~

~~(II) SIZE OF THE SCHOOL AND LOCAL SCHOOL SYSTEM; AND~~

~~(III) SCHOOL GRADE BAND TO INCLUDE A MIX OF ELEMENTARY, MIDDLE, AND HIGH SCHOOLS.~~

~~(6) ON OR BEFORE MARCH 1, 2026, THE DEPARTMENT SHALL MAKE INITIAL GRANT AWARDS.~~

~~(7) THE DEPARTMENT SHALL CONDUCT AN EVALUATION OF EACH GRANT AWARD TO DETERMINE WHETHER TO RECOMMEND THAT ONE OR MULTIPLE INNOVATIVE MODELS BE CONSIDERED AS A BEST PRACTICE TO BE REPLICATED.~~

~~(D) (1) ON OR BEFORE DECEMBER 1, 2027, THE DEPARTMENT SHALL SUBMIT AN INTERIM REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE IMPLEMENTATION OF THE GRANT AWARDS AND WHICH INNOVATIVE MODELS HAVE DEMONSTRATED THE MOST SIGNIFICANT SUCCESS IN ACHIEVING THE PURPOSE OF THE GRANT.~~

~~(2) ON OR BEFORE DECEMBER 30, 2029, THE DEPARTMENT SHALL SUBMIT A FINAL REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, TO THE GENERAL ASSEMBLY ON THE IMPLEMENTATION OF THE GRANT AWARDS.~~

~~6-124.~~

~~(a) (1) The Department shall establish, in collaboration with the Accountability and Implementation Board established under § 5-402 of this article, a school leadership training program for the State Superintendent, county superintendents, senior instruction related staff, members of the Accountability and Implementation Board, members of the State Board, members of county boards, and school [principals] LEADERS.~~

~~(2) THE SCHOOL LEADERSHIP TRAINING PROGRAM CONSISTS OF TWO COMPONENTS:~~

~~(I) THE SCHOOL SYSTEM LEADERSHIP TRAINING PROGRAM;~~
AND

~~(II) THE MARYLAND SCHOOL LEADERSHIP ACADEMY.~~

~~[(2) (i)] (B) (1) The following individuals shall complete the school system leadership training program:~~

~~[1.] (I) The State Superintendent;~~

~~[2.] (II) A county superintendent; and~~

~~[3.] (III) The chair and vice chair of the State Board, a county board, and the Accountability and Implementation Board.~~

~~[(ii) The individuals described in paragraph (1) of this subsection not required to complete the training under subparagraph (i) of this paragraph are, to the extent practicable, encouraged to complete the school leadership training program.]~~

~~[(b)] (2) The school system leadership training program shall be:~~

~~[(1) Be:]~~

~~(i) For a duration of 12 months;~~

~~(ii) Cohort-based to encourage collaboration and shared learning, including through regional gatherings of education leaders and other meetings when appropriate;~~

~~(iii) To the extent practicable, job-embedded to allow for application of knowledge and techniques;~~

~~(iv) Tailored to program participants using self-diagnostics and school-level diagnostics;~~

~~(v) Evidence-based in accordance with the guidelines for the federal Every Student Succeeds Act; [and]~~

~~(vi) Provided through both in-person and virtual sessions; and~~

~~[(2)] (VII) Include training on the Blueprint for Maryland's Future, as defined in § 5-401 of this article.~~

~~[(c)] (3) The school system leadership training program shall include:~~

~~[(1)] (I) A review of education in the United States relative to countries with top performing education systems and the implications of high performance for students, the economic security of the United States, and quality of life;~~

~~[(2)] (II) A model for strategic thinking that will assist education leaders to transform districts and redesign schools under their leadership;~~

~~[(3)] (III) Training to provide a working knowledge of research on how students learn and the implications for instructional redesign, curriculum plans, and professional learning;~~

~~[(4)] (IV) A research based model for coaching school leaders and instructional coaches;~~

~~[(5)] (V) A review of research regarding:~~

~~[(i)] 1. The benefits to students from access to high quality and diverse teachers;~~

~~[(ii)] 2. Methods to attract highly qualified teachers from diverse backgrounds who reflect the demographics of the students they teach; and~~

~~[(iii)] 3. Best practices for teacher retention, including retention of teachers from diverse backgrounds;~~

~~[(6)] (VI) Lessons in transformational leadership;~~

~~[(7)] (VII) A method for organizing schools to achieve high performance, including:~~

~~[(i)] 1. Building instructional leadership teams;~~

~~[(ii)] 2. Implementing career ladders for teachers;~~

~~[(iii)] 3. Overseeing teacher induction and mentoring systems; and~~

~~[(iv)] 4. Identifying, recruiting, and retaining high quality and diverse school leaders;~~

~~[(8)] (VIII) Training to provide a deep understanding of standards aligned instructional systems;~~

~~[(9)] (IX) An overview of ethical leadership directly tied to the educational leaders' responsibility to drive equitable learning in their schools; and~~

~~[(10)] (X) A review of research regarding methods to attract and retain an inclusive workforce.~~

~~(C) (1) (I) THE FOLLOWING INDIVIDUALS MAY COMPLETE THE MARYLAND SCHOOL LEADERSHIP ACADEMY:~~

~~1. SCHOOL PRINCIPALS;~~

~~2. SCHOOL ASSISTANT PRINCIPALS;~~

~~3. SCHOOL BASED OR COUNTY BOARD LEADERS INTERESTED IN DEVELOPING THE INSTRUCTIONAL LEADERSHIP SKILLS TO BECOME AN EFFECTIVE SCHOOL PRINCIPAL OR ASSISTANT PRINCIPAL; AND~~

~~4. OTHER INDIVIDUALS THE DEPARTMENT OR COUNTY BOARD DETERMINES COULD BENEFIT FROM THE ACADEMY.~~

~~(H) SCHOOL LEADERS WHO WORK IN OR ARE INTERESTED IN TRANSFERRING TO A COMMUNITY SCHOOL OR A LOW PERFORMING SCHOOL SHALL BE GIVEN PRIORITY IN PARTICIPATING IN THE ACADEMY.~~

~~(2) THE MARYLAND SCHOOL LEADERSHIP ACADEMY SHALL BE:~~

~~(I) FOR A DURATION OF 12 MONTHS;~~

~~(II) COHORT BASED TO ENCOURAGE COLLABORATION AND SHARED LEARNING;~~

~~(III) TO THE EXTENT PRACTICABLE, JOB EMBEDDED TO ALLOW FOR APPLICATION OF KNOWLEDGE AND TECHNIQUES;~~

~~(IV) TAILORED TO PARTICIPANTS USING SELF DIAGNOSTICS AND SCHOOL LEVEL DIAGNOSTICS;~~

~~(V) EVIDENCE BASED IN ACCORDANCE WITH THE GUIDELINES FOR THE FEDERAL EVERY STUDENT SUCCEEDS ACT;~~

~~(VI) PROVIDED THROUGH BOTH IN PERSON AND VIRTUAL SESSIONS; AND~~

~~(VII) INCLUDE TRAINING ON BEST PRACTICES AND STRATEGIES USED BY HIGHLY EFFECTIVE SCHOOL LEADERS THAT WILL ENABLE SCHOOL LEADERS TO IMPLEMENT COMPONENTS OF THE BLUEPRINT FOR MARYLAND'S FUTURE, AS DEFINED IN § 5-401 OF THIS ARTICLE.~~

~~(3) THE MARYLAND SCHOOL LEADERSHIP ACADEMY SHALL INCLUDE:~~

~~(I) STRATEGIC PLANNING AND CHANGE MANAGEMENT TO TRANSFORM AND REDESIGN SCHOOLS;~~

~~(II) INSTRUCTIONAL LEADERSHIP, INCLUDING:~~

~~1. ALIGNMENT BETWEEN STANDARDS, ASSESSMENTS, AND INTERNALIZING CURRICULUM;~~

~~2. LESSON OBSERVATIONS, PROVIDING FEEDBACK, AND TEACHER COACHING; AND~~

~~3. DATA-INFORMED INSTRUCTION AND DRIVING EQUITABLE LEARNING OUTCOMES ACROSS STUDENT GROUPS;~~

~~(III) BEST PRACTICES FOR FACILITATING PROFESSIONAL LEARNING AMONG TEACHERS;~~

~~(IV) METHODS FOR RECRUITING AND RETAINING HIGHLY QUALIFIED TEACHERS AND TEACHERS FROM DIVERSE BACKGROUNDS WHO REFLECT THE DEMOGRAPHICS OF THE STUDENTS THEY TEACH;~~

~~(V) A METHOD FOR ORGANIZING SCHOOLS TO ACHIEVE HIGH PERFORMANCE, INCLUDING:~~

~~1. BUILDING INSTRUCTIONAL LEADERSHIP TEAMS;~~

~~2. UTILIZING TEACHERS ON THE CAREER LADDER; AND~~

~~3. MASTER SCHEDULING; AND~~

~~(VI) STRATEGIES FOR EFFECTIVE PEER MENTORSHIP.~~

~~(4) (I) THE MARYLAND SCHOOL LEADERSHIP ACADEMY MAY INCLUDE A MENTORSHIP COMPONENT FOR PARTICIPANTS.~~

~~(II) EFFECTIVE SCHOOL LEADERS SHALL BE SELECTED TO SERVE AS MENTORS.~~

~~(III) MENTORS MAY BE PAID A STIPEND TO PARTICIPATE IN THE ACADEMY.~~

6-130.

(A) (1) THE DEPARTMENT IS AUTHORIZED TO ESTABLISH A NATIONAL TEACHER RECRUITMENT CAMPAIGN TO BRING LICENSED AND PROSPECTIVE TEACHERS TO THE STATE.

(2) THE CAMPAIGN SHALL END ON OR BEFORE JULY 1, 2029.

(3) THE PURPOSE OF THE CAMPAIGN IS TO BRING LICENSED AND PROSPECTIVE TEACHERS TO THE STATE TO REDUCE THE NUMBER OF CONDITIONALLY LICENSED TEACHERS AND MEET THE STATE'S TEACHER WORKFORCE NEEDS TO IMPLEMENT COLLABORATIVE TIME.

(B) (1) BEGINNING JULY 1, 2025, THE DEPARTMENT SHALL CONSULT WITH A NATIONAL EDUCATION NONPROFIT THAT HAS EXPERIENCE IN GUIDING OTHER STATE EDUCATION AGENCIES IN TARGETED, STATE-BASED RECRUITMENT CAMPAIGNS.

(2) THE ENTITY SELECTED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL SUPPORT THE DEPARTMENT IN THE DESIGN, IMPLEMENTATION, AND EVALUATION OF THE CAMPAIGN, INCLUDING THE DEVELOPMENT OF MARKETING MATERIALS AND PROCESSES TO HELP INTERESTED TEACHER CANDIDATES TO BECOME A TEACHER IN THE STATE.

(3) THE ENTITY SHALL PROVIDE ONE-TO-ONE MENTORING AND SUPPORT SERVICES TO PROSPECTIVE CANDIDATES AT NO COST TO THE CANDIDATE.

(4) THE CAMPAIGN SHALL INCLUDE PUBLIC SERVICE ANNOUNCEMENT ADVERTISING, DIGITAL MARKETING, AND DIRECT OUTREACH TO ENCOURAGE CANDIDATES TO TEACH IN THE STATE.

6-131.

(A) IN THIS SECTION, "GRANT" MEANS THE MARYLAND TEACHER RELOCATION INCENTIVE GRANT.

(B) (1) THERE IS A MARYLAND TEACHER RELOCATION INCENTIVE GRANT.

(2) THE PURPOSE OF THE GRANT IS TO PROVIDE UP TO \$2,000 ~~IN REIMBURSEMENT TO PARTIALLY OFFSET THE COST FOR~~ TO INCENTIVIZE AN OUT-OF-STATE LICENSED TEACHER TO MOVE TO THE STATE ~~TO ADDRESS~~ IN ORDER TO:

(I) ADDRESS THE STATE'S TEACHER WORKFORCE SHORTAGE ~~AND REDUCE; AND~~

(II) REDUCE THE NUMBER OF CONDITIONALLY LICENSED TEACHERS IN CLASSROOMS.

(3) THE DEPARTMENT SHALL ADMINISTER THE GRANT.

(4) GRANTS MAY NOT BE AWARDED AFTER JUNE 30, 2029.

(C) (1) (I) A COUNTY BOARD MAY SUBMIT A PROPOSAL TO THE DEPARTMENT TO RECEIVE A GRANT FOR A CANDIDATE.

(II) TO BE ELIGIBLE FOR A GRANT, A CANDIDATE SHALL:

1. HAVE A SIGNED CONTRACT TO TEACH IN A PUBLIC SCHOOL IN THE STATE;

2. BE RECOGNIZED AS A LICENSED TEACHER IN A PUBLIC KINDERGARTEN, ELEMENTARY, MIDDLE, OR HIGH SCHOOL IN ANOTHER STATE TO PROVIDE INSTRUCTION IN A SPECIFIC SUBJECT AREA, GRADE LEVEL, OR FOR A SPECIFIC STUDENT POPULATION;

3. HOLD AN UNENCUMBERED LICENSE THAT IS NOT RESTRICTED, PROBATIONARY, PROVISIONAL, TEMPORARY, OR IN ANY WAY SERVES AS A SUBSTITUTE FOR FULLY LICENSED TEACHERS IN ANOTHER STATE; AND

4. AGREE TO TEACH IN A SCHOOL THAT HAS RECEIVED FUNDING UNDER § 5-223 OF THIS ARTICLE FOR AT LEAST 2 YEARS AFTER RECEIVING THE GRANT.

(2) AN APPLICATION SHALL INCLUDE:

~~(I) ITEMIZED RECORDS OF EXPENSES THE CANDIDATE INCURRED DURING THE MOVE;~~

~~(H)~~ (I) A COPY OF THE TEACHER'S LICENSE HELD BY THE CANDIDATE;

~~(H)~~ (II) A COPY OF THE SIGNED CONTRACT BETWEEN THE CANDIDATE AND THE COUNTY BOARD; AND

~~(IV)~~ (III) ANY OTHER INFORMATION REQUIRED BY THE DEPARTMENT.

(3) THE DEPARTMENT SHALL ESTABLISH PROCESSES AND PROCEDURES FOR ACCEPTING AND EVALUATING APPLICATIONS.

(4) ON OR BEFORE OCTOBER 1, 2025, THE DEPARTMENT SHALL MAKE INITIAL GRANT AWARDS.

(D) ON OR BEFORE DECEMBER 30, 2029, THE DEPARTMENT SHALL SUBMIT A REPORT TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON THE IMPLEMENTATION OF THE GRANT AWARDS, INCLUDING THE FOLLOWING INFORMATION:

(1) THE NUMBER OF GRANT APPLICATIONS RECEIVED;

(2) THE NUMBER OF GRANTS AWARDED; AND

(3) THE NUMBER OF OUT-OF-STATE TEACHERS RECRUITED TO THE STATE AFTER THE IMPLEMENTATION OF THE GRANT.

6-1002.

(a) (1) On or before July 1, 2024, each county board shall implement a career ladder that meets the requirements of this subtitle.

(h) (1) Subject to paragraph (2) of this subsection, teachers at each level or tier of the career ladder shall teach in the classroom for a minimum percentage of their total working time, as specified in this subtitle.

(2) The percentages referenced in paragraph (1) of this subsection shall become effective in phases over ~~an 8-year~~ A 7-YEAR period beginning July 1, [2025] ~~2020~~ 2026-2028, as specified by a county board on approval of the State Board.

(3) The following teachers shall be given priority for working time outside the classroom as the percentages referenced in paragraph (1) of this subsection are phased in:

(i) Newly licensed teachers, particularly new teachers in low-performing schools or schools that have a high concentration of students living in poverty; and

(ii) Teachers in schools that:

1. Are low-performing;
2. Have a high concentration of students living in poverty; or
3. Have large achievement gaps between subpopulations of students.

SUBTITLE 11. ACADEMIC EXCELLENCE PROGRAM.

6-1101.

(A) IN THIS SUBTITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.

(B) “COORDINATOR OF PROFESSIONAL LEARNING” MEANS AN EMPLOYEE OF THE DEPARTMENT WHO:

(1) IS A LICENSED EDUCATOR;

(2) DEVELOPS AND FACILITATES PROFESSIONAL LEARNING OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS IN THE STATE; AND

(3) ~~AIMS TO IMPLEMENT EVIDENCE-BASED INSTRUCTIONAL PRACTICES IN THOSE ASSISTED~~ ASSISTS ADMINISTRATORS IN IMPLEMENTING EVIDENCE-BASED INSTRUCTIONAL PRACTICES.

(C) “FUND” MEANS THE ACADEMIC EXCELLENCE FUND.

(D) “INSTRUCTIONAL COACH” MEANS AN EMPLOYEE OF A LOCAL SCHOOL SYSTEM WHO:

(1) IS A LICENSED EDUCATOR;

(2) PROVIDES COACHING TO TEACHERS AND OTHER EDUCATION PROFESSIONALS TO IMPROVE INSTRUCTION; AND

(3) HELPS EDUCATORS INTEGRATE EVIDENCE-BASED PRACTICES INTO THEIR PEDAGOGY.

(E) “PROGRAM” MEANS THE ACADEMIC EXCELLENCE PROGRAM.

(F) “REGIONAL PROJECT MANAGER” MEANS AN EMPLOYEE OF THE DEPARTMENT WHO OVERSEES INSTRUCTIONAL COACHES AND COORDINATORS OF PROFESSIONAL LEARNING IN A ~~PARTICULAR~~ DESIGNATED REGION.

6-1102.

(A) THERE IS AN ACADEMIC EXCELLENCE PROGRAM IN THE DEPARTMENT.

(B) THE PURPOSE OF THE PROGRAM IS TO ADDRESS CRITICAL ACADEMIC NEEDS IN PUBLIC SCHOOLS AND ENSURE THAT MARYLAND STUDENTS HAVE EQUITABLE ACCESS TO HIGH-QUALITY INSTRUCTION AND TARGETED ACADEMIC SUPPORT BY:

(1) PROVIDING DIRECT COACHING SUPPORT TO TEACHERS AND ADMINISTRATORS;

(2) ~~GUARANTEEING~~ ENSURING THAT THE COACHING SUPPORT IS CONSISTENTLY CONDUCTED IN A MANNER THAT RESEARCH HAS ~~DETERMINED~~ SHOWN IS LIKELY TO RESULT IN POSITIVE STUDENT OUTCOMES; AND

(3) DELIVERING TARGETED PROFESSIONAL LEARNING OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS TO IMPLEMENT EVIDENCE-BASED INSTRUCTIONAL PRACTICES.

(C) (1) UNDER THE PROGRAM, INSTRUCTIONAL COACHES AND COORDINATORS OF PROFESSIONAL LEARNING SHALL PROVIDE EDUCATORS IN SELECTED SCHOOLS WITH:

(I) COACHING TO IMPROVE INSTRUCTION AND THE INTEGRATION OF EVIDENCE-BASED PRACTICES INTO THE CLASSROOM; AND

(II) ACCESS TO HIGH-QUALITY, JOB-EMBEDDED, AND ~~SUSTAINED~~ TARGETED PROFESSIONAL LEARNING OPPORTUNITIES.

(2) UNDER THE PROGRAM, REGIONAL ~~PROJECT~~ PROGRAM MANAGERS SHALL OVERSEE AND COORDINATE THE ACTIVITY OF INSTRUCTIONAL COACHES AND COORDINATORS OF PROFESSIONAL LEARNING IN A DESIGNATED REGION TO ENSURE THAT LOCAL NEEDS ARE CONSIDERED AND MET.

(D) THE DEPARTMENT SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH A COUNTY BOARD THAT ELECTS TO PARTICIPATE IN THE PROGRAM.

(E) (1) USING ACCOUNTABILITY DATA, THE DEPARTMENT, IN COLLABORATION WITH PARTICIPATING LOCAL SCHOOL SYSTEMS, SHALL IDENTIFY THE SCHOOLS THAT ARE MOST IN NEED OF SUPPORT FROM THE PROGRAM.

(2) THE DEPARTMENT SHALL PRIORITIZE ~~SELECTING~~ SCHOOLS WITH:

(I) ~~LOW~~ LOW PROFICIENCY RATES; AND

(II) ~~SCHOOLS THAT HAVE SEEN DECLINING~~ DECLINING ACHIEVEMENT RESULTS IN RECENT YEARS ~~WHEN SELECTING SCHOOLS FOR THE PROGRAM.~~

(3) WITHIN A SELECTED SCHOOL, ADMINISTRATORS SHALL WORK WITH THE DEPARTMENT TO IDENTIFY THE TEACHERS AND OTHER EDUCATORS WHO WILL BENEFIT MOST FROM THE PROFESSIONAL DEVELOPMENT OPPORTUNITIES PROVIDED BY INSTRUCTIONAL COACHES.

(F) (1) DURING FISCAL YEARS 2026 AND 2027, THE PROGRAM SHALL FOCUS ON EARLY LITERACY INSTRUCTION AND SUPPORT OF ELEMENTARY SCHOOL EDUCATORS.

(2) IN SUBSEQUENT FISCAL YEARS, THE PROGRAM SHALL EXPAND ITS FOCUS TO INCORPORATE OTHER ~~EDUCATIONAL~~ ACADEMIC TOPICS AND ~~OTHER~~ GRADE LEVELS, WITH PARTICULAR ATTENTION PAID TO FOUNDATIONAL MATHEMATICS INSTRUCTION.

6-1103.

(A) (1) THE DEPARTMENT SHALL DEVELOP CRITERIA FOR THE SELECTION OF INSTRUCTIONAL COACHES.

(2) AT A MINIMUM THE SELECTION CRITERIA SHALL INCLUDE:

(I) METHODS TO IDENTIFY HIGHLY QUALIFIED EDUCATORS WITH EXPERTISE IN THE INSTRUCTIONAL TOPIC AND GRADE LEVEL FOR WHICH THE EDUCATOR WILL BE PROVIDING COACHING; AND

(II) A MEANS TO ASSESS THE ~~CAPACITY~~ POTENTIAL OF AN EDUCATOR FOR LEADERSHIP AND PROFESSIONAL DEVELOPMENT THROUGH COACHING.

(3) A REGIONAL ~~PROJECT~~ PROGRAM MANAGER, IN COORDINATION WITH A PARTICIPATING COUNTY BOARD, SHALL USE THE DEPARTMENT'S CRITERIA TO SELECT INSTRUCTIONAL COACHES.

(B) (1) THE DEPARTMENT SHALL ESTABLISH A TRAINING PLAN FOR INSTRUCTIONAL COACHES THAT PROVIDES EACH INSTRUCTIONAL COACH WITH THE TOOLS TO SUPPORT EDUCATORS USING RESEARCH-BASED STRATEGIES TAILORED TO THE NEEDS OF EACH EDUCATOR AND THE EDUCATOR'S STUDENTS.

(2) EACH INSTRUCTIONAL COACH SHALL BE TRAINED USING THE DEPARTMENT'S TRAINING PLAN.

(C) AN INSTRUCTIONAL COACH SHALL OVERSEE EDUCATORS AT TWO TO FOUR DIFFERENT PUBLIC SCHOOLS IN THE LOCAL SCHOOL SYSTEM IN WHICH THE COACH WORKS.

(D) AN INSTRUCTIONAL COACH SHALL SUPPORT EDUCATORS BY PROVIDING JOB-EMBEDDED FEEDBACK DESIGNED TO:

(1) LEAD TO LONG-TERM INSTRUCTIONAL IMPROVEMENT;

(2) ~~CREATE~~ ASSIST AN EDUCATOR IN CREATING A PEDAGOGY THAT IS INDIVIDUALLY TAILORED TO MEET THE NEEDS OF EACH STUDENT, REGARDLESS OF THE STUDENT'S LINGUISTIC STATUS, DISABILITY STATUS, OR BACKGROUND; AND

(3) ~~HELP CLOSE~~ CLOSE STUDENT ACHIEVEMENT GAPS.

6-1104.

(A) (1) ~~THE~~ UNDER THE PROGRAM, THE DEPARTMENT SHALL EMPLOY REGIONAL ~~PROJECT~~ PROGRAM MANAGERS ~~THROUGH THE PROGRAM~~ TO OVERSEE THE WORK OF INSTRUCTIONAL COACHES.

(2) EACH REGIONAL ~~PROJECT~~ PROGRAM MANAGER SHALL ENSURE THAT INSTRUCTIONAL COACHES ARE MEETING LOCAL EDUCATOR AND STUDENT NEEDS AND WORKING IN ALIGNMENT WITH STATE PRIORITIES, INCLUDING THE PRINCIPLES FOR THE BLUEPRINT FOR MARYLAND'S FUTURE.

(3) REGIONAL PROGRAM MANAGERS SHALL SUPPORT INSTRUCTIONAL COACHES BY PROVIDING:

(I) EVIDENCE-BASED TOOLS AND STRATEGIES AND PROFESSIONAL DEVELOPMENT MATERIALS;

(II) AN ANALYSIS OF EDUCATOR PRACTICES AND STUDENT OUTCOMES TO ENSURE THAT INSTRUCTIONAL COACHES PROVIDE SUPPORT IN A TARGETED MANNER;

(III) ASSISTANCE WITH FAMILY AND COMMUNITY ENGAGEMENT;
AND

(IV) GUIDANCE TO ENSURE PROFESSIONAL DEVELOPMENT IS RESEARCH-BASED AND DESIGNED TO REFLECT THE DIVERSE LINGUISTIC AND CULTURAL NEEDS OF STUDENTS IN THE STATE.

(B) (1) BEGINNING IN FISCAL YEAR 2028, THE DEPARTMENT SHALL EMPLOY COORDINATORS OF PROFESSIONAL LEARNING THROUGH THE PROGRAM.

(2) A COORDINATOR OF PROFESSIONAL LEARNING SHALL:

(I) ~~PROVIDE~~ PROVIDE PROFESSIONAL DEVELOPMENT TO EDUCATORS AND ADMINISTRATORS IN A LOCAL SCHOOL SYSTEM BY ESTABLISHING LEARNING MODULES AND THROUGH THE USE OF APPROPRIATE TOOLS AND PLATFORMS; AND

(II) ~~AND COLLABORATE~~ COLLABORATE WITH ADMINISTRATORS TO COLLECT DATA ~~IN ORDER~~ TO CREATE A PROFESSIONAL LEARNING PLAN THAT ~~FITS~~ ALIGNS WITH THE NEEDS OF A SCHOOL.

(3) ~~A COORDINATOR OF PROFESSIONAL LEARNING SHALL ESTABLISH LEARNING MODULES AND OTHER TOOLS AND PLATFORMS TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES TO ALL EDUCATORS IN A LOCAL SCHOOL SYSTEM.~~

6-1105.

(A) (1) THERE IS AN ACADEMIC EXCELLENCE FUND.

(2) THE PURPOSE OF THE FUND IS TO PROVIDE GRANTS TO ADDRESS CRITICAL ACADEMIC NEEDS IN SCHOOLS, PARTICULARLY THOSE IDENTIFIED AS LOW-PERFORMING.

(3) THE DEPARTMENT SHALL ADMINISTER THE FUND.

(4) (I) THE FUND IS A SPECIAL, NONLAPSING FUND THAT IS NOT SUBJECT TO § 7-302 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.

(II) THE STATE TREASURER SHALL HOLD THE FUND SEPARATELY, AND THE COMPTROLLER SHALL ACCOUNT FOR THE FUND.

(5) (I) THE FUND CONSISTS OF:

~~(H)~~ 1. MONEY APPROPRIATED IN THE STATE BUDGET TO THE FUND; AND

~~(H)~~ 2. ANY OTHER MONEY FROM ANY OTHER SOURCE ACCEPTED FOR THE BENEFIT OF THE FUND.

(II) MONEY FROM THE BLUEPRINT FOR MARYLAND'S FUTURE FUND ESTABLISHED UNDER § 5-206 OF THIS ARTICLE MAY NOT BE TRANSFERRED INTO THE FUND.

(6) THE FUND MAY BE USED ONLY FOR GRANTS TO COUNTY BOARDS, INSTITUTIONS OF HIGHER EDUCATION, NONPROFIT ORGANIZATIONS, OR OTHER ENTITIES FOR THE FOLLOWING PURPOSES:

(I) CONTRACTS WITH VENDORS TO PROVIDE SERVICES;

(II) TRAINING AND WORKSHOPS;

(III) PROGRAM IMPLEMENTATION;

(IV) ADMINISTRATIVE COSTS OF THE PROGRAM;

(V) PROGRAM EVALUATION AND REPORTING; AND

(VI) ANY OTHER COSTS APPROVED BY THE DEPARTMENT.

(7) (I) THE STATE TREASURER SHALL INVEST THE MONEY OF THE FUND IN THE SAME MANNER AS OTHER STATE MONEY MAY BE INVESTED.

(II) ANY INTEREST EARNINGS OF THE FUND SHALL BE CREDITED TO THE BLUEPRINT FOR MARYLAND'S FUTURE FUND UNDER § 5-206 OF THIS ARTICLE.

(8) EXPENDITURES FROM THE FUND MAY BE MADE ONLY IN ACCORDANCE WITH THE STATE BUDGET.

(B) EACH YEAR, THE DEPARTMENT SHALL COLLECT THE FOLLOWING DATA:

(1) THE TOTAL AMOUNT OF MONEY DISBURSED FROM THE FUND, DISAGGREGATED BY COUNTY; AND

(2) THE TOTAL NUMBER OF SCHOOLS SERVED BY THE FUND.

6-1106.

THE DEPARTMENT MAY ADOPT POLICIES, PROCEDURES, AND REGULATIONS TO CARRY OUT THIS TITLE.

7-447.1.

(b) (1) *There is a Maryland Consortium on Coordinated Community Supports in the Commission.*

(p) (1) In this subsection, "Fund" means the Coordinated Community Supports Partnership Fund.

(3) The purpose of the Fund is to support the delivery of services and supports provided to students to meet their holistic behavioral health needs and address other related challenges.

(9) The Governor shall include in the annual budget bill the following appropriations for the Fund:

(i) \$25,000,000 in fiscal year 2022;

(ii) \$50,000,000 in fiscal year 2023;

(iii) \$85,000,000 in fiscal year 2024; ~~AND~~

(iv) ~~\$110,000,000~~ \$40,000,000 in fiscal year 2025; ~~and~~

~~2025; AND~~ (v) ~~\$130,000,000~~ ~~\$40,000,000~~ \$70,000,000 in fiscal year ~~{2026}~~

(VI) \$100,000,000 IN FISCAL YEAR 2027 and each fiscal year thereafter.

8-313.

(a) (1) In this section the following words have the meanings indicated.

(3) “Growth in the target per pupil foundation amount” means:

(I) FOR FISCAL YEAR 2026, 4.97%;

(II) FOR FISCAL YEAR 2027, 5.48%;

(III) FOR FISCAL YEAR 2028, 4.17%;

(IV) FOR FISCAL YEAR 2029, 4.20%;

(V) FOR FISCAL YEAR 2030, 4.17%;

(VI) FOR FISCAL YEAR 2031, 3.98%;

(VII) FOR FISCAL YEAR 2032, 3.99%;

(VIII) FOR FISCAL YEAR 2033, 3.93%; AND

(IX) FOR SUBSEQUENT FISCAL YEARS, the change in the per pupil amount from the prior fiscal year to the current fiscal year divided by the per pupil amount from the prior fiscal year.

(5) “Target per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5-202] § 5-201 of this article.

8-3A-09.

(a) (1) In this section the following words have the meanings indicated.

(3) “Growth in the target per pupil foundation amount” means:

(I) FOR FISCAL YEAR 2026, 4.97%;

(II) FOR FISCAL YEAR 2027, 5.48%;

(III) FOR FISCAL YEAR 2028, 4.17%;

(IV) FOR FISCAL YEAR 2029, 4.20%;

(V) FOR FISCAL YEAR 2030, 4.17%;

(VI) FOR FISCAL YEAR 2031, 3.98%;

(VII) FOR FISCAL YEAR 2032, 3.99%;

(VIII) FOR FISCAL YEAR 2033, 3.93%; AND

(IX) FOR SUBSEQUENT FISCAL YEARS, the change in the per pupil amount from the prior fiscal year to the current fiscal year divided by the per pupil amount from the prior fiscal year.

(4) “Target per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5-202] § 5-201 of this article.

8-710.

(a) (1) In this section the following words have the meanings indicated.

(2) “Change in the per pupil amount” means:

(I) FOR FISCAL YEAR 2026, 4.97%;

(II) FOR FISCAL YEAR 2027, 5.48%;

(III) FOR FISCAL YEAR 2028, 4.17%;

(IV) FOR FISCAL YEAR 2029, 4.20%;

(V) FOR FISCAL YEAR 2030, 4.17%;

(VI) FOR FISCAL YEAR 2031, 3.98%;

(VII) FOR FISCAL YEAR 2032, 3.99%;

(VIII) FOR FISCAL YEAR 2033, 3.93%; AND

(IX) FOR SUBSEQUENT FISCAL YEARS, the change in the per pupil foundation amount from the prior fiscal year to the current fiscal year divided by the per pupil foundation amount from the prior fiscal year.

(4) “Per pupil foundation amount” means the figure calculated for each fiscal year by the Department in accordance with [§ 5–202] § 5–201 of this article.

9.9–101.

(a) In this title the following words have the meanings indicated.

(b) “Community school” means a public school that establishes a set of strategic partnerships between the school and other community resources that leverage shared accountability, collaborative leadership, capacity building, and authentic family and community engagement, using a student-centered framework to promote inclusive student achievement, positive learning conditions, and the well-being of students, families, educators, and the community through a variety of engaging practices including the provision of wraparound services.

(c) “School–community partnership” means a partnership between a local school system or an existing public school and a community–based organization or agency for the purpose of planning and implementing a community school.

(d) “Trauma–informed intervention” means a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress.

(e) “Wraparound services” ~~means~~ **INCLUDES:**

(1) Extended learning time, including before and after school, weekends, summer school, and an extended school year;

(2) Safe transportation to and from school and off–site learning opportunities, including apprenticeship programs;

(3) Vision, hearing, and dental care services;

(4) Establishing or expanding school–based health center services;

(5) Additional social workers, mentors, counselors, therapists, psychologists, and restorative practice coaches;

(6) Enhancing physical wellness, including providing healthy food for in–school and out–of–school time and linkages to community providers;

(7) Enhancing behavioral health services, including access to mental health practitioners and providing professional development to school staff to provide trauma-informed interventions;

(8) Providing family and community engagement and supports, including informing parents of academic course offerings, language classes, workforce development training, opportunities for children, and available social services as well as educating families on how to monitor a child's learning;

(9) Establishing and enhancing linkages to Judy Centers and other early education programs that feed into the school;

(10) Enhancing student enrichment experiences, including educational field trips, partnerships, and programs with museums, arts organizations, and cultural institutions;

(11) **OFFERING EVIDENCE-BASED IN-SCHOOL AND IN-PERSON TUTORING, PROVIDED DURING THE SCHOOL DAY;**

(12) Improving student attendance **AND CHRONIC ABSENTEEISM;**

~~(12)~~ **(13)** Improving the learning environment ~~AND NUMBER OF HIGHLY QUALIFIED TEACHERS~~ at the school; ~~and~~

~~(13)~~ **(14)** Any professional development for teachers and school staff to quickly identify students who are in need of these resources; ~~AND~~

~~(14)~~ **OTHER SERVICES AS DEFINED BY THE DEPARTMENT IN GUIDANCE OR REGULATION.**

9.9–102.

The purpose of a community school is to help students and families overcome the in-school and out-of-school barriers that prevent [children] **STUDENTS** from learning and succeeding over the course of their lives by having an integrated focus on academics, health and social services, youth and community development, and authentic family and community engagement.

9.9–103.

(a) There are community schools in the State.

(b) A community school shall:

(1) Promote active family and community engagement, including educational opportunities for adults and family members of students at the school who live in the neighborhood of the school;

(2) Have at least one community school coordinator, as described under § 9.9–104 of this title;

(3) Implement, in a manner responsive to the needs assessment required under § 9.9–104 of this title, expanded and enriched learning time and opportunities provided after school, during weekends, and in the summer that emphasize mastering 21st-century skills through practical learning opportunities and community problem-solving;

(4) Implement collaborative leadership and accountability practices that empower parents, students, teachers, principals, and community partners to build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities;

(5) Have a parent teacher organization or a school family council; and

(6) Have a community school leadership team, including members who represent students, families, and educators.

(c) (1) There shall be a Director of Community Schools **WITHIN THE OFFICE OF COMMUNITY SCHOOLS AND EXPANDED LEARNING** Time in the Department.

(2) The Director of Community Schools in the Department shall coordinate professional development for community school coordinators at each community school.

(3) The Director of Community Schools shall support the outreach and implementation of State programs for children in community schools.

(4) (i) The Director of Community Schools shall create a common needs assessment tool that each community school coordinator shall use in order to complete the needs assessment required under § 9.9–104 of this title.

(ii) The Director of Community Schools shall consult with local school systems and members of the community schools' leadership teams in order to determine the correct content to include in the common needs assessment tool.

(5) The Director of Community Schools shall develop an evaluation form to be used by [community school coordinators] **LOCAL SCHOOL SYSTEMS** to complete the evaluation required under § 5–223 of this article.

(6) In addition to the funding provided for the Director of Community Schools position in the Department, the Governor may include in the annual budget bill an

appropriation [of at least \$100,000] to the Department for the Director of Community Schools to provide training and technical assistance to community schools and for additional staff.

(7) THE OFFICE OF COMMUNITY SCHOOLS AND EXPANDED LEARNING TIME MAY HIRE STAFF TO SUPPORT THE DIRECTOR OF COMMUNITY SCHOOLS IN PROVIDING DIRECT GUIDANCE AND DIRECTION TO LOCAL SCHOOL SYSTEMS AND COMMUNITY SCHOOL COORDINATORS.

9.9–104.

(a) (1) A community school shall have an experienced and qualified community school coordinator who:

(i) Is hired at the appropriate administrative level;

(ii) Understands, respects, and demonstrates a high degree of cultural awareness of and competency in the diversity in the community and in cross-cultural practice with stakeholders; and

(iii) May be employed by the school district.

(2) A community school coordinator may be a social worker.

(b) (1) A community school coordinator shall be responsible for:

(i) Establishing a community school;

(ii) Completing an assessment of the needs of the students in the school for appropriate wraparound services to enhance the success of all students in the school;

(iii) Developing an implementation plan based on the assessment of needs for the community school, in cooperation with other interested stakeholders; and

(iv) Coordinating support programs that address out-of-school learning barriers for students and families, including:

1. Wraparound services; and

2. As appropriate:

A. Tutoring;

B. ~~[English language]~~ ~~MULTILINGUAL~~ learner courses;

- C. Early childhood development and parenting classes;
- D. College and career advising;
- E. Employment opportunities;
- F. Citizenship education;
- G. Food pantries;
- H. Rental assistance, in accordance with § 9.9–104.1 of this subtitle; and
- I. School-based behavioral and physical health services.

(2) The needs assessment completed under this subsection shall:

(i) Be completed in collaboration with:

- 1. The principal;
- 2. A school health care practitioner;
- 3. A parent teacher organization or a school council; and
- 4. Members of the community schools' leadership teams;

(ii) Include an assessment of the physical, behavioral, mental, social, and emotional health needs and wraparound service needs of students, their families, and their communities;

(iii) Be completed using the common needs assessment tool developed by the Director of Community Schools under § 9.9–103 of this title, when the tool is available;

(iv) Be submitted to the Department and the local school system within 1 year of receiving a personnel grant under § 5–223 of this article or within 1 year of becoming a community school; and

(v) Be published online.

(3) THE DEPARTMENT MAY ESTABLISH REQUIREMENTS FOR SCHOOL IMPLEMENTATION PLANS AND COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS ~~AND COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS~~.

[(3)] (4) The implementation plan completed under this subsection shall include:

(i) A strategy for providing wraparound services to address the needs of the students, their families, and their communities, building on and strengthening community resources near the school;

(II) A SET OF MEASURABLE GOALS TIED TO THE PRIORITIES IDENTIFIED IN THE NEEDS ASSESSMENT THAT WILL BE MEASURED ~~ANNUALLY~~ AT LEAST ONCE EVERY 2 YEARS BY THE COMMUNITY SCHOOL COORDINATOR AND PRINCIPAL TO DETERMINE PROGRESS TOWARD MEETING THE GOALS;

[(ii)] (III) Inclusion, if possible and practicable, of community partners in geographic proximity to the school that can assist in meeting the needs identified in the assessment;

[(iii)] (IV) Ensure that time is made available to train staff on the supports available, the need for the supports, and how to engage with the community schools coordinator to access these supports; and

[(iv)] (V) Develop strategies to maximize external non-State or non-local education funding.

[(4) (i)] (5) The implementation plan shall be submitted to the local school system for approval within 1 year of completion of the needs assessment.

[(ii)] After the implementation plan is approved by the local school system it shall be submitted to the Department for review.

(iii) The Department may provide comments to the community school coordinator on the implementation plan.]

[(5)] (6) (i) A community school coordinator shall review the implementation plan ~~[at least once every 2 years]~~ ~~ANNUALLY~~ to determine whether the community school is meeting students' needs **AND MAKING PROGRESS TOWARD THE MEASURABLE GOALS ESTABLISHED UNDER PARAGRAPH (4)(II) OF THIS SUBSECTION.**

(ii) A community school coordinator shall alter the implementation plan, using the common needs assessment tool, and the provision of wraparound services to address changes in students' needs.

(iii) An updated implementation plan shall be submitted to the local school system for approval.

[(iv) After an updated implementation plan is approved, it shall be submitted to the Department for review.

(v) The Department may provide comments to the community school coordinator on the updated implementation plan.]

(7) IF THE DEPARTMENT DETERMINES THAT A COMMUNITY SCHOOL HAS NOT EXPENDED FUNDS IN ACCORDANCE WITH AN APPROVED IMPLEMENTATION PLAN SUBMITTED UNDER § 5-223(H) OF THIS ARTICLE, THE DEPARTMENT MAY DIRECT A COUNTY BOARD TO EXPEND A REASONABLE PERCENTAGE OF THE FUNDS DUE TO THE COMMUNITY SCHOOL UNDER § 5-223(E) OF THIS ARTICLE ON BEHALF OF THE COMMUNITY SCHOOL IN ACCORDANCE WITH THE APPROVED IMPLEMENTATION PLAN.

(8) (I) A SCHOOL SYSTEM THAT IS AUTHORIZED TO EXPEND FUNDS ON BEHALF OF A COMMUNITY SCHOOL UNDER § 5-223(G) OF THIS ARTICLE SHALL DEVELOP COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS THAT INCORPORATE SCHOOL-LEVEL IMPLEMENTATION PLANS.

(II) THE COUNTYWIDE IMPLEMENTATION PLAN SHALL INCLUDE A SET OF MEASURABLE GOALS TIED TO THE PRIORITIES IDENTIFIED IN THE NEEDS ASSESSMENT THAT WILL BE MEASURED AT LEAST EVERY 2 YEARS BY THE COMMUNITY SCHOOL COORDINATOR TO DETERMINE PROGRESS TOWARD MEETING THE GOALS.

~~(7) (I) LOCAL SCHOOL SYSTEMS SHALL DEVELOP COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLANS THAT INCORPORATE SCHOOL-LEVEL IMPLEMENTATION PLANS.~~

~~(II) THE COUNTYWIDE IMPLEMENTATION PLAN SHALL INCLUDE A SET OF MEASURABLE GOALS TIED TO THE PRIORITIES IDENTIFIED IN THE NEEDS ASSESSMENT THAT WILL BE MEASURED ANNUALLY BY THE COMMUNITY SCHOOL COORDINATOR TO DETERMINE PROGRESS TOWARD MEETING THE GOALS.~~

~~(III) IF THE LOCAL SCHOOL SYSTEM FAILS TO PROVIDE THE DEPARTMENT WITH A COUNTYWIDE COMMUNITY SCHOOL IMPLEMENTATION PLAN THAT MEETS THE REQUIREMENTS OF THE DEPARTMENT'S GUIDANCE AND REGULATIONS, THE DEPARTMENT MAY WITHHOLD FUNDS OR TAKE OTHER COMPLIANCE ACTIONS AS NECESSARY.~~

~~TITLE 9.12. ACADEMIC EXCELLENCE PROGRAM.~~~~9.12-101.~~

~~(A) IN THIS TITLE THE FOLLOWING WORDS HAVE THE MEANINGS INDICATED.~~

~~(B) "COORDINATOR OF PROFESSIONAL LEARNING" MEANS A CERTIFIED EDUCATOR WHO DEVELOPS AND FACILITATES PROFESSIONAL LEARNING OPPORTUNITIES FOR EDUCATORS AND ADMINISTRATORS IN THE STATE TO IMPLEMENT EVIDENCE-BASED INSTRUCTIONAL PRACTICES IN EARLY CHILDHOOD EDUCATION, LITERACY, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND SPECIAL EDUCATION.~~

~~(C) "FUND" MEANS THE ACADEMIC EXCELLENCE FUND.~~

~~(D) "INSTRUCTIONAL COACH" MEANS A CERTIFIED EDUCATOR WHO PROVIDES COACHING TO EDUCATORS, ADMINISTRATORS, AND OTHER EDUCATION PROFESSIONALS TO IMPROVE INSTRUCTION AND INTEGRATE EVIDENCE-BASED PRACTICES.~~

~~(E) "PROGRAM" MEANS THE ACADEMIC EXCELLENCE PROGRAM.~~

~~9.12-102.~~

~~(A) THERE IS AN ACADEMIC EXCELLENCE PROGRAM IN THE DEPARTMENT.~~

~~(B) THE PURPOSE OF THE PROGRAM IS TO ADDRESS CRITICAL ACADEMIC NEEDS IN SCHOOLS TO ENSURE MARYLAND STUDENTS HAVE EQUITABLE ACCESS TO HIGH-QUALITY INSTRUCTION AND TARGETED ACADEMIC SUPPORT.~~

~~(C) (1) THE PROGRAM SHALL ESTABLISH SYSTEMS THAT ENSURE EDUCATORS HAVE CONSISTENT ACCESS TO HIGH QUALITY, JOB EMBEDDED, AND SUSTAINED PROFESSIONAL LEARNING OPPORTUNITIES.~~

~~(2) THE PROGRAM SHALL USE COORDINATORS OF PROFESSIONAL LEARNING AND INSTRUCTIONAL COACHES TO ENHANCE INSTRUCTIONAL PRACTICES AND COLLABORATE WITH SCHOOLS AND COUNTY BOARDS TO STRENGTHEN SYSTEMS OF PROFESSIONAL DEVELOPMENT.~~

~~(D) THE DEPARTMENT SHALL:~~

~~(1) PROMOTE THE PROGRAM TO COUNTY BOARDS;~~

~~(2) ESTABLISH CRITERIA FOR HIRING QUALIFIED EDUCATORS AND ADMINISTRATORS INTERESTED IN BECOMING COORDINATORS OF PROFESSIONAL LEARNING OR INSTRUCTIONAL COACHES;~~

~~(3) IDENTIFY SCHOOLS FOR PARTICIPATION IN THE PROGRAM BASED ON THE SCHOOL'S ACCOUNTABILITY DATA; AND~~

~~(4) DEVELOP TRAINING FOR ALL COORDINATORS OF PROFESSIONAL LEARNING AND INSTRUCTIONAL COACHES.~~

~~9.12-103.~~

~~(A) (1) THERE IS AN ACADEMIC EXCELLENCE FUND.~~

~~(2) THE PURPOSE OF THE FUND IS TO PROVIDE GRANTS TO ADDRESS CRITICAL ACADEMIC NEEDS IN SCHOOLS, PARTICULARLY THOSE IDENTIFIED AS LOW PERFORMING.~~

~~(3) THE DEPARTMENT SHALL ADMINISTER THE FUND.~~

~~(4) (I) THE FUND IS A SPECIAL, NONLAPSING FUND THAT IS NOT SUBJECT TO § 7-302 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.~~

~~(II) THE STATE TREASURER SHALL HOLD THE FUND SEPARATELY, AND THE COMPTROLLER SHALL ACCOUNT FOR THE FUND.~~

~~(5) THE FUND CONSISTS OF:~~

~~(I) MONEY APPROPRIATED IN THE STATE BUDGET TO THE FUND; AND~~

~~(II) ANY OTHER MONEY FROM ANY OTHER SOURCE ACCEPTED FOR THE BENEFIT OF THE FUND.~~

~~(6) THE FUND MAY BE USED ONLY FOR GRANTS TO COUNTY BOARDS, INSTITUTIONS OF HIGHER EDUCATION, NONPROFIT ORGANIZATIONS, OR OTHER ENTITIES FOR THE FOLLOWING PURPOSES:~~

~~(I) CONTRACTS WITH VENDORS TO PROVIDE SERVICES;~~

~~(II) TRAINING AND WORKSHOPS;~~

~~(III) PROGRAM IMPLEMENTATION;~~

~~(IV) ADMINISTRATIVE COSTS OF THE PROGRAM;~~

~~(V) PROGRAM EVALUATION AND REPORTING; AND~~

~~(VI) ANY OTHER COSTS APPROVED BY THE DEPARTMENT.~~

~~(7) (i) THE STATE TREASURER SHALL INVEST THE MONEY OF THE FUND IN THE SAME MANNER AS OTHER STATE MONEY MAY BE INVESTED.~~

~~(ii) ANY INTEREST EARNINGS OF THE FUND SHALL BE CREDITED TO THE BLUEPRINT FOR MARYLAND'S FUTURE FUND UNDER § 5-206 OF THIS ARTICLE.~~

~~(8) EXPENDITURES FROM THE FUND MAY BE MADE ONLY IN ACCORDANCE WITH THE STATE BUDGET.~~

~~(B) EACH YEAR, THE DEPARTMENT SHALL COLLECT THE FOLLOWING DATA:~~

~~(1) THE TOTAL AMOUNT OF MONEY DISBURSED FROM THE FUND, DISAGGREGATED BY COUNTY; AND~~

~~(2) THE TOTAL NUMBER OF SCHOOLS SERVED BY THE FUND.~~

~~9.12-104.~~

~~THE DEPARTMENT MAY ADOPT POLICIES, PROCEDURES, AND REGULATIONS TO CARRY OUT THIS TITLE.~~

18-27A-01.

(a) In this subtitle the following words have the meanings indicated.

(b) "Collaborative" means an agreement outlining commitments of a partnership among:

(1) At least one local school system;

(2) At least one employee organization representing employees of a local school system in accordance with Title 6, Subtitle 4 or Subtitle 5 of this article; and

(3) **(I)** At least one institution of higher education [with a teacher preparation program approved by the Department] **IN THE STATE; OR**

(II) AN ALTERNATIVE PARTNERSHIP MODEL FORMED IN ACCORDANCE WITH § 18-27A-04(E) OR (F) OF THIS SUBTITLE.

(c) ~~¶~~ “Noncertified education support professional” means a ~~noncertified public school employee designated as part of a bargaining unit under Title 6, Subtitle 5 of this article~~ **PUBLIC SCHOOL EMPLOYEE WHO IS NOT:**

(1) A CERTIFICATED EMPLOYEE DESIGNATED AS PART OF A BARGAINING UNIT UNDER TITLE 6, SUBTITLE 4 OF THIS ARTICLE;

(2) A MANAGERIAL EMPLOYEE; OR

(3) A CONFIDENTIAL EMPLOYEE.

(d) ~~¶~~ “Program” means the Grow Your Own Educators Grant Program established under this subtitle.

~~**(D) “TEACHER CANDIDATE” MEANS AN INDIVIDUAL PARTICIPATING IN THE PROGRAM.**~~

~~¶~~(e) “Provisional teacher” means an individual employed by a local school system through a provisional contract as a conditional teacher. ~~¶~~

18-27A-02.

(a) There is a Grow Your Own Educators Grant Program.

(b) (1) The purpose of the Program is to provide support to **COLLABORATIVES THAT PRIORITIZE OFFER TEACHER LICENSURE PROGRAMS THAT EMPHASIZE WITH ON-THE-JOB EXPERIENTIAL LEARNING FOR** eligible individuals who:

(i) Are interested in pursuing a career in the teaching profession; [and]

(ii) ~~ARE HIRED~~ **EMPLOYED BY A LOCAL SCHOOL SYSTEM IN THE STATE AS A SCHOOL-BASED PART-TIME OR FULL-TIME EMPLOYEE; AND**

(III) Ultimately pledge to fulfill a **3-YEAR** service obligation as a teacher employed full-time in a high-needs school, grade level, or content area in the [State

in which there is a shortage of teachers, as identified by the Department] **LOCAL SCHOOL SYSTEM IN WHICH THEY ARE CURRENTLY EMPLOYED.**

(2) The Department shall administer the Program.

(c) [(1) Subject to paragraph (2) of this subsection, to] **TO** be eligible for the Program, a teacher candidate applicant shall:

(1) ~~MEET ONE OF THE FOLLOWING REQUIREMENTS:~~

~~(i)~~ Be employed ~~as~~ a noncertified education support professional or provisional teacher] by a participating local school system ~~on~~ the effective date of the Program] **IN A SCHOOL-BASED POSITION; [and] ~~OR~~**

~~(ii)~~ **(2)** [Meet the educational requirements determined by a collaborative] **HAVE A HIGH SCHOOL DIPLOMA OR ITS EQUIVALENT; AND**

~~(2)~~ **(3) ~~PURSU~~ COMMITTS TO PURSUE A TEACHER LICENSURE PATHWAY APPROVED BY THE DEPARTMENT.**

[(2) Not more than one quarter of the funds used to support teaching candidate applicants may be used to support teaching candidate applicants who are provisional teachers.]

18-27A-03.

(a) A collaborative shall negotiate an agreement that meets the requirements of subsection (b) of this section.

(b) A collaborative shall develop and submit to the Department:

(1) A plan [to] **THAT INCLUDES:**

(i) [Select] **IDENTIFICATION OF THE COLLABORATIVE MEMBERS, INCLUDING THE ROLES AND RESPONSIBILITIES OF EACH MEMBER;**

(II) SCHOOL-BASED PART-TIME OR FULL-TIME POSITIONS THAT ALLOW ~~THE A~~ TEACHER CANDIDATE TO SYSTEMATICALLY ~~DEVELOP THE SKILLS OF A TEACH THROUGH EXPERIENTIAL LEARNING AND DEMONSTRATION OF~~ DEVELOP TEACHING SKILLS THROUGH EXPERIENTIAL LEARNING AND ULTIMATELY DEMONSTRATE TEACHING COMPETENCIES;

(III) IDENTIFICATION OF at least one content area in the local school system in which there is a shortage of teachers, as identified by the Department;

[(ii) Select at least one teacher preparation program at an institution of higher education that satisfies the training requirements for teacher candidates; and

(iii) Designate an individual from a collaborative to assist teacher candidates and provide Program guidance;]

(IV) ~~A MINIMUM RATIO OF ONE~~ MENTOR WHO IS A REGULARLY EMPLOYED ~~PER ONE~~ TEACHER IN THE LOCAL SCHOOL SYSTEM ASSIGNED FOR THE ENTIRETY OF THE PROGRAM TO A TEACHER CANDIDATE, CONSISTENT WITH PROPER SUPERVISION, TRAINING, AND CONTINUITY OF EMPLOYMENT AND APPLICABLE PROVISIONS IN COLLECTIVE BARGAINING AGREEMENTS;

(V) A SYSTEMIC PROGRAM OF EXPERIENTIAL LEARNING THAT RESULTS IN CREDITS FROM THE INSTITUTION OF HIGHER EDUCATION IF CREDITS ARE REQUIRED FOR COMPLETION, INCLUDING CREDITS TOWARD THE PRACTICUM; AND

(VI) THE DESIGNATION OF A PROGRAM ADMINISTRATOR FROM THE LOCAL SCHOOL SYSTEM TO ASSIST TEACHER CANDIDATES, EVALUATE THE EFFECTIVENESS OF THE PROGRAM, AND MANAGE THE ADMINISTRATION ASSOCIATED WITH THE PROGRAM;

(2) An estimate, **BASED ON APPROPRIATE DATA**, of the [numbers of:

(i) Teacher applicants likely to complete the Program who are noncertificated education support professionals;

(ii) Teacher applicants likely to complete the Program who are provisional teachers; and

(iii) Mentor teachers necessary to support teacher candidates in the Program] **NUMBER OF PROJECTED PARTICIPANTS TO INCLUDE IN THE PROGRAM;** and

(3) Evidence of a written billing agreement with an institution of higher education that includes:

(i) The total cost to the collaborative for the cohort of teacher candidates;

(ii) Prorated tuition cost the collaborative shall pay the institution of higher education if a candidate does not complete the Program; and

(iii) A provision that no teacher candidate shall be required to pay tuition, books, or fees as part of the teacher candidate's course of study.

(c) A collaborative shall develop and submit to the Department:

(1) An outreach plan to recruit teacher candidates and mentor teachers that:

(i) Prioritizes candidates and mentor teachers with linguistic diversity and from racial and ethnic groups historically underrepresented in the teaching profession; AND

(ii) [Estimates Program expenses by category, keeping program expenses related to provisional teachers at or below one quarter of total expenses; and

(iii) Identifies at least one source of long-term funding for the Program, including the process and timeline for obtaining long-term funding] ~~INCLUDES RECRUITMENT INITIATIVES THAT TARGET HIGH SCHOOL GRADUATES, ASSOCIATE OF ARTS AND TEACHING DEGREE CANDIDATES, CAREER CHANGERS, AND COMMUNITY MEMBERS INTERESTED IN THE TEACHING PROFESSION; AND~~

~~(III)~~ IDENTIFIES A SUSTAINABILITY PLAN TO CONTINUE RECRUITING, PREPARING, AND MENTORING TEACHER CANDIDATES AFTER COMPLETION OF THE PROGRAM; and

(2) Any other materials required by the Department.

18-27A-04.

(A) (1) BEGINNING JULY 1, 2025, THE DEPARTMENT SHALL CONSULT WITH A NATIONAL NONPROFIT ENTITY THAT HAS SUCCESSFULLY GUIDED OTHER STATE EDUCATION AGENCIES OR LOCAL EDUCATION AGENCIES THAT HAVE INCREASED THE NUMBER OF LICENSED TEACHERS BY:

(I) LAUNCHING SUSTAINABLE, COST-EFFECTIVE GROW-YOUR-OWN TEACHER PREPARATION PROGRAMS;

(II) IMPLEMENTING REGISTERED TEACHER APPRENTICESHIPS;
AND

(III) IMPLEMENTING TEACHER RESIDENCIES.

(2) THE ENTITY SELECTED UNDER PARAGRAPH (1) OF THIS SUBSECTION SHALL SUPPORT THE DEPARTMENT IN THE DESIGN,

IMPLEMENTATION, AND EVALUATION OF THE PROGRAM, INCLUDING THE DEVELOPMENT OF METRICS FOR ESTABLISHING HIGH-QUALITY TEACHER PREPARATION AND LICENSURE PROGRAMS THAT HAVE THE HIGHEST LIKELIHOOD OF ~~INCREASING~~ AIDING THE STATE BY:

(I) INCREASING THE TEACHER WORKFORCE ~~IN THE STATE;~~
AND

(II) IMPROVING TEACHER RETENTION AND DIVERSITY.

(3) THE ENTITY SELECTED UNDER PARAGRAPH (1) OF THIS SUBSECTION MAY WORK DIRECTLY WITH COLLABORATIVES TO SUPPORT THE DEVELOPMENT AND IMPLEMENTATION OF GROW-YOUR-OWN TEACHER PREPARATION PROGRAMS.

~~[(a) (1) (B) [The] BEGINNING JANUARY 1, 2026, THE~~ Department shall award a grant to a local school system ~~OR INSTITUTION OF HIGHER EDUCATION~~ that is part of a collaborative for employees of the local school system to complete a [teacher preparation program at an institution of higher education] **PATHWAY TO TEACHER LICENSURE** under the agreement described in § 18-27A-03 of this subtitle.

~~[(2)] (C)~~ The Department shall award a grant **TO A LOCAL SCHOOL SYSTEM** for:

~~[(i)] (1)~~ Tuition, books, and fees for teacher candidates;

~~[(ii)] (2)~~ Stipends for mentor teachers; and

~~[(iii)] (3)~~ Costs associated with the administration of the Program.

~~(D) THE DEPARTMENT SHALL AWARD A GRANT TO AN INSTITUTION OF HIGHER EDUCATION FOR:~~

~~(1) CURRICULAR DEVELOPMENT;~~

~~(2) DEVELOPMENT OF COMPETENCY-BASED COURSEWORK AND ASSESSMENTS; AND~~

~~(3) COSTS ASSOCIATED WITH THE DELIVERY AND EVALUATION OF ON THE JOB EXPERIENTIAL LEARNING.~~

~~(E)~~ (1) GRANTS SHALL BE AWARDED ON A COMPETITIVE BASIS.

~~[(3)]~~ ~~(F)~~ **(2)** In awarding a grant, the Department shall [take necessary steps to ensure that not more than one quarter of expenses awarded in the grant go to supporting provisional teacher participants in the Program] **PRIORITIZE COLLABORATIVES THAT PARTNER WITH INSTITUTIONS OF HIGHER EDUCATION OFFERING TO NEGOTIATE A LOWER TUITION COST FOR TEACHER CANDIDATES.**

(E) THE DEPARTMENT MAY AWARD A GRANT TO A COLLABORATIVE FORMED BETWEEN AT LEAST ONE LOCAL SCHOOL SYSTEM AND ONE EMPLOYEE ORGANIZATION REPRESENTING EMPLOYEES OF A LOCAL SCHOOL SYSTEM IN ACCORDANCE WITH TITLE 6, SUBTITLE 4 OR SUBTITLE 5 OF THIS ARTICLE, IF THE COLLABORATIVE USES A PROGRAM MODEL THAT ALLOWS CANDIDATES TO COMPLETE COURSEWORK THAT DOES NOT REQUIRE ENROLLMENT IN AN INSTITUTION OF HIGHER EDUCATION.

(F) (1) THIS SUBSECTION APPLIES ONLY TO COLLABORATIVES THAT IMPLEMENT A REGISTERED TEACHER APPRENTICESHIP PROGRAM MODEL UNDER THE PROGRAM.

(2) IN AWARDING A GRANT UNDER THIS SUBSECTION, THE DEPARTMENT SHALL PRIORITIZE COLLABORATIVES THAT:

(I) ARE COMPOSED OF A GROUP OF MORE THAN ONE LOCAL SCHOOL SYSTEM AND MORE THAN ONE EMPLOYEE ORGANIZATION REPRESENTING EMPLOYEES OF A LOCAL SYSTEM IN ACCORDANCE WITH TITLE 6, SUBTITLE 4 OR SUBTITLE 5 OF THIS ARTICLE; AND

(II) IMPLEMENT A REGISTERED TEACHER APPRENTICESHIP PROGRAM TO BE ADMINISTERED BY THE DEPARTMENT WITH A STANDARDIZED CURRICULUM THAT PROMOTES ON-THE-JOB EXPERIENTIAL LEARNING TO BE LEVERAGED ACROSS THE STATE.

(3) AN INSTITUTION OF HIGHER EDUCATION IN THE STATE MAY PROVIDE RELATED INSTRUCTION FOR A REGISTERED TEACHER APPRENTICESHIP PROGRAM UNDER THIS SUBSECTION THROUGH A COMPETITIVE BIDDING PROCESS.

~~**[(4) The Department, in collaboration with the Maryland Department of Labor, shall, on request, provide technical assistance to a collaborative in obtaining State, federal, or other funding for the operation of the Program.**~~

~~**(b) (E)**~~ **(G) (1)** A teacher candidate shall be paid a rate of pay and offered benefits that are at least equal to the rate of pay received by and benefits offered to a noncertified education support professional or provisional teacher of the equivalent

classification and tenure in the local school system provided in the collective bargaining agreement.

~~(e) (1) A collaborative shall provide each teacher candidate a mentor teacher for the entirety of the Program.~~

(2) **(I) THIS PARAGRAPH DOES NOT APPLY TO A PROVISIONAL TEACHER.**

(II) A EXCEPT AS PROVIDED IN SUBPARAGRAPH (III) OF THIS PARAGRAPH, A teacher candidate may not serve as a teacher of record or a substitute teacher for any teacher other than the mentor teacher assigned to the teacher candidate.†

(III) A TEACHER CANDIDATE MAY SERVE AS A DAILY SUBSTITUTE TEACHER IF:

1. THE TEACHER CANDIDATE DOES SO IN ACCORDANCE WITH THE COLLECTIVE BARGAINING AGREEMENT OF THE LOCAL SCHOOL SYSTEM;

2. THE TEACHER CANDIDATE AGREES TO THE ASSIGNMENT;

3. THE TEACHER CANDIDATE'S MENTOR APPROVES OF THE ASSIGNMENT; AND

4. THE PRINCIPAL OF THE SCHOOL IN WHICH THE TEACHER CANDIDATE IS EMPLOYED APPROVES OF THE ASSIGNMENT.

~~(G) (F) (H)~~ **A LOCAL SCHOOL SYSTEM MAY NOT REDUCE THE COMPENSATION OR BENEFITS OF A TEACHER CANDIDATE.**

[(d)] ~~(H) (G) (I)~~ **A local school system and an employee organization that represents the teacher candidates shall negotiate a gradual release model that allows teacher candidates to focus primarily on internship and practicum requirements, IF APPLICABLE.**

[(e)] ~~(H) (H) (J)~~ **A teacher candidate shall perform a service obligation to teach full-time in the State in a public school or a public prekindergarten program in a [high-needs school, as identified by the Department, or in a grade level or] content area in which there is a shortage of qualified educators, as identified by the Department for a minimum of 2 years.**

The Governor may include in the annual budget bill an appropriation for the Program.

18-27A-06.

(a) Each year, the Department shall collect [and publish on its website]:

- (1) Data on teacher candidate race, gender, and linguistic status;
- (2) Data on teacher candidate status and retention;
- (3) Spending by category;
- (4) A summary of teacher candidate recruitment methods; and
- (5) If applicable, the hiring status and retention data of Program graduates.

(b) **(1) [In reporting] ~~WHEN COLLECTING ON OR BEFORE JULY 1, 2026, AND EACH JULY 1 THEREAFTER, THE DEPARTMENT SHALL REPORT ON~~ the data ~~COLLECTED~~ under subsection (a) of this section ~~TO THE GENERAL ASSEMBLY, IN ACCORDANCE WITH § 2-1257 OF THE STATE GOVERNMENT ARTICLE.~~**

(2) IN ISSUING REPORTS UNDER THIS SECTION, the Department shall make reasonable efforts to anonymize the data to protect the privacy of teacher candidates.

~~SECTION 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:~~

~~Article — Education~~

~~6-126.~~

~~(a) (1) This subsection applies to individuals who have graduated from a teacher preparation program or an alternative teacher preparation program.~~

~~(2) Beginning on July 1, 2025, to qualify for an initial certificate an individual shall:~~

~~(i) Pass the subject specific examinations under § 6-125 of this subtitle;~~

~~(ii) Meet one of the following qualifications:~~

~~1. Subject to paragraph (3) of this subsection, pass a nationally recognized, portfolio-based assessment of teaching ability; or~~

~~2. Subject to paragraph (4) of this subsection, complete a rigorous local school system teacher induction program that lasts for the lesser of:~~

~~A. 3 years; or~~

~~B. The amount of time a teacher may hold a conditional teacher certificate;~~

~~(iii) Meet one of the following qualifications:~~

~~1. Pass a basic literacy skills assessment approved by the Department under § 6-125 of this subtitle;~~

~~2. Hold a degree from a regionally accredited educational institution and have earned a minimum overall cumulative grade point average of 3.0 on a 4.0 scale or its equivalent on the most recently earned degree; or~~

~~3. Submit documentation to the Department of having received effective evaluations from a local school system for 3 years;~~

~~(iv) Pass a rigorous State-specific examination of mastery of reading instruction and content for the grade level the individual will be teaching; and~~

~~(v) Satisfactorily complete any other requirements established by the State Board.~~

~~(3) An individual who graduates from a teacher preparation program in the State who passed a nationally recognized, portfolio-based assessment may not be required to take the assessment more than one time.~~

~~(4) (i) In order to satisfy the requirements of paragraph (2)(ii)2 of this subsection, a candidate for an initial teacher certificate shall submit documentation to the Department that the candidate has completed a rigorous comprehensive induction program, established in accordance with § 6-117 of this subtitle, that meets the requirements of this paragraph.~~

~~(ii) The comprehensive induction program shall be developed by a local school system, either independently or collaboratively with other local school systems.~~

~~(iii) Before establishing a comprehensive induction program, one or more local school systems shall submit a plan for the program to the Department and the Accountability and Implementation Board.~~

~~(iv) The comprehensive induction program shall include a locally developed portfolio component that is aligned with the Interstate Teacher Assessment and Support Consortium Standards.~~

~~(v) A teacher preparation program or an alternative teacher preparation program may use the locally developed portfolio component under subparagraph (iv) of this paragraph as meeting a portion of the coursework requirements of the program.~~

~~(vi) A candidate who satisfactorily completes a comprehensive induction program established in accordance with this paragraph may not be required to pass a nationally recognized, portfolio-based assessment of teaching ability.~~

~~(b) (1) THIS SUBSECTION DOES NOT APPLY TO A TEACHER WHO HOLDS A PROFESSIONAL LICENSE OR CERTIFICATE FROM A STATE FOR WHICH THE LICENSE OR CERTIFICATE IS ACCEPTED IN ACCORDANCE WITH THE INTERSTATE TEACHER MOBILITY COMPACT UNDER SUBTITLE 6 OF THIS TITLE.~~

~~(2) In addition to any other requirements established by the State Board, to qualify for a certificate in the State, a teacher who graduated from an institution of higher education in another state or holds a professional license or certificate from another state shall:~~

~~[(1)] (I) Pass an examination of teaching ability within 18 months of being hired by a local school system;~~

~~[(2)] (II) Hold an active National Board Certification from the National Board for Professional Teaching Standards; or~~

~~[(3)] (III) Complete a comprehensive induction program in accordance with subsection (a)(4) of this section.~~

~~(c) (1) The Department, after a reasonable period of review and assessment, shall determine whether one of the assessments of teaching skill approved for initial teacher certification under this section more adequately measures the skills and knowledge required of a highly qualified teacher.~~

~~(2) If the Department makes a determination under paragraph (1) of this subsection that requires a revision to the statutory requirements for initial teacher certification, the Department shall, in accordance with § 2-1257 of the State Government Article, submit a report to the General Assembly on or before the next September 1 on its recommendations for revising the qualifications for initial teacher certification.~~

~~(d) (1) The Department shall actively monitor and assess, during their implementation and development, new teacher standards and assessments produced under~~

~~this section for any negative impact on the diversity of teacher candidates passing the initial teacher certification assessments.~~

~~(2) The Department shall report the results of its monitoring and assessment to the Accountability and Implementation Board established under § 5-402 of this article.~~

~~SUBTITLE 6. INTERSTATE TEACHER MOBILITY COMPACT.~~

~~6-601.~~

~~THE INTERSTATE TEACHER MOBILITY COMPACT IS HEREBY ENACTED AND ENTERED INTO WITH ALL OTHER JURISDICTIONS THAT LEGALLY JOIN IN THIS COMPACT IN THE FORM SUBSTANTIALLY AS THE COMPACT APPEARS IN THIS SECTION AS FOLLOWS:~~

~~ARTICLE I. PURPOSE.~~

~~THE PURPOSE OF THIS COMPACT IS TO FACILITATE THE MOBILITY OF TEACHERS ACROSS THE MEMBER STATES, WITH THE GOAL OF SUPPORTING TEACHERS THROUGH A NEW PATHWAY TO LICENSURE. THROUGH THIS COMPACT, THE MEMBER STATES SEEK TO ESTABLISH A COLLECTIVE REGULATORY FRAMEWORK THAT EXPEDITES AND ENHANCES THE ABILITY OF TEACHERS TO MOVE ACROSS STATE LINES.~~

~~THIS COMPACT IS INTENDED TO ACHIEVE THE FOLLOWING OBJECTIVES AND SHOULD BE INTERPRETED ACCORDINGLY. THE MEMBER STATES HEREBY RATIFY THE SAME INTENTIONS BY SUBSCRIBING HERETO.~~

~~A. CREATE A STREAMLINED PATHWAY TO LICENSURE MOBILITY FOR TEACHERS;~~

~~B. SUPPORT THE RELOCATION OF ELIGIBLE MILITARY SPOUSES;~~

~~C. FACILITATE AND ENHANCE THE EXCHANGE OF LICENSURE, INVESTIGATIVE, AND DISCIPLINARY INFORMATION BETWEEN THE MEMBER STATES;~~

~~D. ENHANCE THE POWER OF STATE AND DISTRICT LEVEL EDUCATION OFFICIALS TO HIRE QUALIFIED, COMPETENT TEACHERS BY REMOVING BARRIERS TO THE EMPLOYMENT OF OUT-OF-STATE TEACHERS;~~

~~E. SUPPORT THE RETENTION OF TEACHERS IN THE PROFESSION BY REMOVING BARRIERS TO RE- LICENSURE IN A NEW STATE; AND~~

~~F. MAINTAIN STATE SOVEREIGNTY IN THE REGULATION OF THE TEACHING PROFESSION.~~

~~ARTICLE II. DEFINITIONS.~~

~~AS USED IN THIS COMPACT, AND EXCEPT AS OTHERWISE PROVIDED, THE FOLLOWING DEFINITIONS SHALL GOVERN THE TERMS HEREIN:~~

~~A. "ACTIVE MILITARY MEMBER" MEANS ANY PERSON WITH FULL-TIME DUTY STATUS IN THE ARMED FORCES OF THE UNITED STATES, INCLUDING MEMBERS OF THE NATIONAL GUARD AND RESERVE.~~

~~B. "ADVERSE ACTION" MEANS ANY LIMITATION OR RESTRICTION IMPOSED BY A MEMBER STATE'S LICENSING AUTHORITY, SUCH AS REVOCATION, SUSPENSION, REPRIMAND, PROBATION, OR LIMITATION ON THE LICENSEE'S ABILITY TO WORK AS A TEACHER.~~

~~C. "BYLAWS" MEANS THOSE BYLAWS ESTABLISHED BY THE COMMISSION.~~

~~D. "CAREER AND TECHNICAL EDUCATION LICENSE" MEANS A CURRENT, VALID AUTHORIZATION ISSUED BY A MEMBER STATE'S LICENSING AUTHORITY ALLOWING AN INDIVIDUAL TO SERVE AS A TEACHER IN P-12 PUBLIC EDUCATIONAL SETTINGS IN A SPECIFIC CAREER AND TECHNICAL EDUCATION AREA.~~

~~E. "CHARTER MEMBER STATE" MEANS A MEMBER STATE THAT HAS ENACTED LEGISLATION TO ADOPT THIS COMPACT WHERE SUCH LEGISLATION PREDATES THE INITIAL MEETING OF THE COMMISSION AFTER THE EFFECTIVE DATE OF THE COMPACT.~~

~~F. "COMMISSION" MEANS THE INTERSTATE ADMINISTRATIVE BODY WHOSE MEMBERSHIP CONSISTS OF DELEGATES OF ALL STATES THAT HAVE ENACTED THIS COMPACT, AND WHICH IS KNOWN AS THE INTERSTATE TEACHER MOBILITY COMPACT COMMISSION.~~

~~G. "COMMISSIONER" MEANS THE DELEGATE OF A MEMBER STATE.~~

~~H. "ELIGIBLE LICENSE" MEANS A LICENSE TO ENGAGE IN THE TEACHING PROFESSION THAT REQUIRES AT LEAST A BACHELOR'S DEGREE AND THE COMPLETION OF A STATE APPROVED PROGRAM FOR TEACHER LICENSURE.~~

~~I. "ELIGIBLE MILITARY SPOUSE" MEANS THE SPOUSE OF ANY INDIVIDUAL IN FULL TIME DUTY STATUS IN THE ACTIVE ARMED FORCES OF THE UNITED STATES INCLUDING MEMBERS OF THE NATIONAL GUARD AND RESERVE MOVING AS A RESULT OF A MILITARY MISSION OR MILITARY CAREER PROGRESSION REQUIREMENTS OR ON MEMBER'S TERMINAL MOVE AS A RESULT OF SEPARATION OR RETIREMENT (TO INCLUDE SURVIVING SPOUSES OF DECEASED MILITARY MEMBERS).~~

~~J. "EXECUTIVE COMMITTEE" MEANS A GROUP OF COMMISSIONERS ELECTED OR APPOINTED TO ACT ON BEHALF OF, AND WITHIN THE POWERS GRANTED TO THEM BY, THE COMMISSION AS PROVIDED FOR HEREIN.~~

~~K. "LICENSING AUTHORITY" MEANS AN OFFICIAL, AGENCY, BOARD, OR OTHER ENTITY OF A STATE THAT IS RESPONSIBLE FOR THE LICENSING AND REGULATION OF TEACHERS AUTHORIZED TO TEACH IN P 12 PUBLIC EDUCATIONAL SETTINGS.~~

~~L. "MEMBER STATE" MEANS ANY STATE THAT HAS ADOPTED THIS COMPACT, INCLUDING ALL AGENCIES AND OFFICIALS OF SUCH A STATE.~~

~~M. "RECEIVING STATE" MEANS ANY STATE WHERE A TEACHER HAS APPLIED FOR LICENSURE UNDER THIS COMPACT.~~

~~N. "RULE" MEANS ANY REGULATION PROMULGATED BY THE COMMISSION UNDER THIS COMPACT, WHICH SHALL HAVE THE FORCE OF LAW IN EACH MEMBER STATE.~~

~~O. "STATE" MEANS A STATE, TERRITORY, OR POSSESSION OF THE UNITED STATES, AND THE DISTRICT OF COLUMBIA.~~

~~P. "STATE PRACTICE LAWS" MEANS A MEMBER STATE'S LAWS, RULES, AND REGULATIONS THAT GOVERN THE TEACHING PROFESSION, DEFINE THE SCOPE OF SUCH PROFESSION, AND CREATE THE METHODS AND GROUNDS FOR IMPOSING DISCIPLINE.~~

~~Q. "STATE SPECIFIC REQUIREMENT" MEANS A REQUIREMENT FOR LICENSURE COVERED IN COURSEWORK OR EXAMINATION THAT INCLUDES CONTENT OF UNIQUE INTEREST TO THE STATE.~~

~~R. "TEACHER" MEANS AN INDIVIDUAL WHO CURRENTLY HOLDS AN AUTHORIZATION FROM A MEMBER STATE THAT FORMS THE BASIS FOR EMPLOYMENT IN THE P 12 PUBLIC SCHOOLS OF THE STATE TO PROVIDE~~

~~INSTRUCTION IN A SPECIFIC SUBJECT AREA, GRADE LEVEL, OR STUDENT POPULATION.~~

~~S. "UNENCUMBERED LICENSE" MEANS A CURRENT, VALID AUTHORIZATION ISSUED BY A MEMBER STATE'S LICENSING AUTHORITY ALLOWING AN INDIVIDUAL TO SERVE AS A TEACHER IN P-12 PUBLIC EDUCATIONAL SETTINGS. AN UNENCUMBERED LICENSE IS NOT A RESTRICTED, PROBATIONARY, PROVISIONAL, SUBSTITUTE, OR TEMPORARY CREDENTIAL.~~

~~ARTICLE III. LICENSURE UNDER THE COMPACT.~~

~~A. LICENSURE UNDER THIS COMPACT PERTAINS ONLY TO THE INITIAL GRANT OF A LICENSE BY THE RECEIVING STATE. NOTHING HEREIN APPLIES TO ANY SUBSEQUENT OR ONGOING COMPLIANCE REQUIREMENTS THAT A RECEIVING STATE MIGHT REQUIRE FOR TEACHERS.~~

~~B. EACH MEMBER STATE SHALL, IN ACCORDANCE WITH THE RULES OF THE COMMISSION, DEFINE, COMPILE, AND UPDATE AS NECESSARY A LIST OF ELIGIBLE LICENSES AND CAREER AND TECHNICAL EDUCATION LICENSES THAT THE MEMBER STATE IS WILLING TO CONSIDER FOR EQUIVALENCY UNDER THIS COMPACT AND PROVIDE THE LIST TO THE COMMISSION. THE LIST SHALL INCLUDE THOSE LICENSES THAT A RECEIVING STATE IS WILLING TO GRANT TO TEACHERS FROM OTHER MEMBER STATES, PENDING A DETERMINATION OF EQUIVALENCY BY THE RECEIVING STATE'S LICENSING AUTHORITY.~~

~~C. UPON THE RECEIPT OF AN APPLICATION FOR LICENSURE BY A TEACHER HOLDING AN UNENCUMBERED ELIGIBLE LICENSE, THE RECEIVING STATE SHALL DETERMINE WHICH OF THE RECEIVING STATE'S ELIGIBLE LICENSES THE TEACHER IS QUALIFIED TO HOLD AND SHALL GRANT SUCH A LICENSE OR LICENSES TO THE APPLICANT. SUCH A DETERMINATION SHALL BE MADE IN THE SOLE DISCRETION OF THE RECEIVING STATE'S LICENSING AUTHORITY AND MAY INCLUDE A DETERMINATION THAT THE APPLICANT IS NOT ELIGIBLE FOR ANY OF THE RECEIVING STATE'S ELIGIBLE LICENSES. FOR ALL TEACHERS WHO HOLD AN UNENCUMBERED LICENSE, THE RECEIVING STATE SHALL GRANT ONE OR MORE UNENCUMBERED LICENSE(S) THAT, IN THE RECEIVING STATE'S SOLE DISCRETION, ARE EQUIVALENT TO THE LICENSE(S) HELD BY THE TEACHER IN ANY OTHER MEMBER STATE.~~

~~D. FOR ACTIVE MILITARY MEMBERS AND ELIGIBLE MILITARY SPOUSES WHO HOLD A LICENSE THAT IS NOT UNENCUMBERED, THE RECEIVING STATE SHALL GRANT AN EQUIVALENT LICENSE OR LICENSES THAT, IN THE RECEIVING STATE'S SOLE DISCRETION, IS EQUIVALENT TO THE LICENSE OR LICENSES HELD BY THE~~

~~TEACHER IN ANY OTHER MEMBER STATE, EXCEPT WHERE THE RECEIVING STATE DOES NOT HAVE AN EQUIVALENT LICENSE.~~

~~E. FOR A TEACHER HOLDING AN UNENCUMBERED CAREER AND TECHNICAL EDUCATION LICENSE, THE RECEIVING STATE SHALL GRANT AN UNENCUMBERED LICENSE EQUIVALENT TO THE CAREER AND TECHNICAL EDUCATION LICENSE HELD BY THE APPLYING TEACHER AND ISSUED BY ANOTHER MEMBER STATE, AS DETERMINED BY THE RECEIVING STATE IN ITS SOLE DISCRETION, EXCEPT WHERE A CAREER AND TECHNICAL EDUCATION TEACHER DOES NOT HOLD A BACHELOR'S DEGREE AND THE RECEIVING STATE REQUIRES A BACHELOR'S DEGREE FOR LICENSES TO TEACH CAREER AND TECHNICAL EDUCATION. A RECEIVING STATE MAY REQUIRE CAREER AND TECHNICAL EDUCATION TEACHERS TO MEET STATE INDUSTRY RECOGNIZED REQUIREMENTS, IF REQUIRED BY LAW IN THE RECEIVING STATE.~~

~~ARTICLE IV. Licensure NOT UNDER THE Compact.~~

~~A. EXCEPT AS PROVIDED IN ARTICLE III ABOVE, NOTHING IN THIS COMPACT SHALL BE CONSTRUED TO LIMIT OR INHIBIT THE POWER OF A MEMBER STATE TO REGULATE LICENSURE OR ENDORSEMENTS OVERSEEN BY THE MEMBER STATE'S LICENSING AUTHORITY.~~

~~B. WHEN A TEACHER IS REQUIRED TO RENEW A LICENSE RECEIVED PURSUANT TO THIS COMPACT, THE STATE GRANTING SUCH A LICENSE MAY REQUIRE THE TEACHER TO COMPLETE STATE SPECIFIC REQUIREMENTS AS A CONDITION OF LICENSURE RENEWAL OR ADVANCEMENT IN THAT STATE.~~

~~C. FOR THE PURPOSES OF DETERMINING COMPENSATION, A RECEIVING STATE MAY REQUIRE ADDITIONAL INFORMATION FROM TEACHERS RECEIVING A LICENSE UNDER THE PROVISIONS OF THIS COMPACT.~~

~~D. NOTHING IN THIS COMPACT SHALL BE CONSTRUED TO LIMIT THE POWER OF A MEMBER STATE TO CONTROL AND MAINTAIN OWNERSHIP OF ITS INFORMATION PERTAINING TO TEACHERS, OR LIMIT THE APPLICATION OF A MEMBER STATE'S LAWS OR REGULATIONS GOVERNING THE OWNERSHIP, USE, OR DISSEMINATION OF INFORMATION PERTAINING TO TEACHERS.~~

~~E. NOTHING IN THIS COMPACT SHALL BE CONSTRUED TO INVALIDATE OR ALTER ANY EXISTING AGREEMENT OR OTHER COOPERATIVE ARRANGEMENT THAT A MEMBER STATE MAY ALREADY BE A PARTY TO, OR LIMIT THE ABILITY OF A MEMBER STATE TO PARTICIPATE IN ANY FUTURE AGREEMENT OR OTHER COOPERATIVE ARRANGEMENT TO:~~

~~1. AWARD TEACHING LICENSES OR OTHER BENEFITS BASED ON ADDITIONAL PROFESSIONAL CREDENTIALS INCLUDING, BUT NOT LIMITED TO, NATIONAL BOARD CERTIFICATION;~~

~~2. PARTICIPATE IN THE EXCHANGE OF NAMES OF TEACHERS WHOSE LICENSE HAS BEEN SUBJECT TO AN ADVERSE ACTION BY A MEMBER STATE; OR~~

~~3. PARTICIPATE IN ANY AGREEMENT OR COOPERATIVE ARRANGEMENT WITH A NON MEMBER STATE.~~

~~ARTICLE V. TEACHER QUALIFICATIONS AND REQUIREMENTS FOR LICENSURE UNDER THE COMPACT.~~

~~A. EXCEPT AS PROVIDED FOR ACTIVE MILITARY MEMBERS OR ELIGIBLE MILITARY SPOUSES IN ARTICLE III.D ABOVE, A TEACHER MAY ONLY BE ELIGIBLE TO RECEIVE A LICENSE UNDER THIS COMPACT WHERE THAT TEACHER HOLDS AN UNENCUMBERED LICENSE IN A MEMBER STATE.~~

~~B. A TEACHER ELIGIBLE TO RECEIVE A LICENSE UNDER THIS COMPACT SHALL, UNLESS OTHERWISE PROVIDED FOR HEREIN:~~

~~1. UPON THE TEACHER'S APPLICATION TO RECEIVE A LICENSE UNDER THIS COMPACT, UNDERGO A CRIMINAL HISTORY BACKGROUND CHECK IN THE RECEIVING STATE IN ACCORDANCE WITH THE LAWS AND REGULATIONS OF THE RECEIVING STATE; AND~~

~~2. PROVIDE THE RECEIVING STATE WITH INFORMATION IN ADDITION TO THE INFORMATION REQUIRED FOR LICENSURE FOR THE PURPOSES OF DETERMINING COMPENSATION, IF APPLICABLE.~~

~~ARTICLE VI. DISCIPLINE AND ADVERSE ACTIONS.~~

~~A. NOTHING IN THIS COMPACT SHALL BE DEEMED OR CONSTRUED TO LIMIT THE AUTHORITY OF A MEMBER STATE TO INVESTIGATE OR IMPOSE DISCIPLINARY MEASURES ON TEACHERS ACCORDING TO THE STATE PRACTICE LAWS THEREOF.~~

~~B. MEMBER STATES SHALL BE AUTHORIZED TO RECEIVE, AND SHALL PROVIDE, FILES AND INFORMATION REGARDING THE INVESTIGATION AND DISCIPLINE, IF ANY, OF TEACHERS IN OTHER MEMBER STATES UPON REQUEST. ANY MEMBER STATE RECEIVING SUCH INFORMATION OR FILES SHALL PROTECT AND MAINTAIN THE SECURITY AND CONFIDENTIALITY THEREOF, IN AT LEAST THE SAME~~

~~MANNER THAT IT MAINTAINS ITS OWN INVESTIGATORY OR DISCIPLINARY FILES AND INFORMATION. PRIOR TO DISCLOSING ANY DISCIPLINARY OR INVESTIGATORY INFORMATION RECEIVED FROM ANOTHER MEMBER STATE, THE DISCLOSING STATE SHALL COMMUNICATE ITS INTENTION AND PURPOSE FOR SUCH DISCLOSURE TO THE MEMBER STATE THAT ORIGINALLY PROVIDED THAT INFORMATION.~~

~~ARTICLE VII. ESTABLISHMENT OF THE INTERSTATE TEACHER MOBILITY
COMPACT COMMISSION.~~

~~A. THE INTERSTATE COMPACT MEMBER STATES HEREBY CREATE AND ESTABLISH A JOINT PUBLIC AGENCY KNOWN AS THE INTERSTATE TEACHER MOBILITY COMPACT COMMISSION:~~

~~1. THE COMMISSION IS A JOINT INTERSTATE GOVERNMENTAL AGENCY COMPRISED OF STATES THAT HAVE ENACTED THE INTERSTATE TEACHER MOBILITY COMPACT.~~

~~2. NOTHING IN THIS INTERSTATE COMPACT SHALL BE CONSTRUED TO BE A WAIVER OF SOVEREIGN IMMUNITY.~~

~~B. MEMBERSHIP, VOTING, AND MEETINGS.~~

~~1. EACH MEMBER STATE SHALL HAVE AND BE LIMITED TO ONE (1) DELEGATE TO THE COMMISSION, WHO SHALL BE GIVEN THE TITLE OF COMMISSIONER.~~

~~2. THE COMMISSIONER SHALL BE THE PRIMARY ADMINISTRATIVE OFFICER OF THE STATE LICENSING AUTHORITY OR THEIR DESIGNEE.~~

~~3. ANY COMMISSIONER MAY BE REMOVED OR SUSPENDED FROM OFFICE AS PROVIDED BY THE LAW OF THE STATE FROM WHICH THE COMMISSIONER IS APPOINTED.~~

~~4. THE MEMBER STATE SHALL FILL ANY VACANCY OCCURRING IN THE COMMISSION WITHIN 90 DAYS.~~

~~5. EACH COMMISSIONER SHALL BE ENTITLED TO ONE (1) VOTE ABOUT THE PROMULGATION OF RULES AND CREATION OF BYLAWS AND SHALL OTHERWISE HAVE AN OPPORTUNITY TO PARTICIPATE IN THE BUSINESS AND AFFAIRS OF THE COMMISSION. A COMMISSIONER SHALL VOTE IN PERSON OR BY SUCH OTHER MEANS AS PROVIDED IN THE BYLAWS. THE BYLAWS MAY PROVIDE FOR~~

~~COMMISSIONERS' PARTICIPATION IN MEETINGS BY TELEPHONE OR OTHER MEANS OF COMMUNICATION.~~

~~6. THE COMMISSION SHALL MEET AT LEAST ONCE DURING EACH CALENDAR YEAR. ADDITIONAL MEETINGS SHALL BE HELD AS SET FORTH IN THE BYLAWS.~~

~~7. THE COMMISSION SHALL ESTABLISH BY RULE A TERM OF OFFICE FOR COMMISSIONERS.~~

~~C. THE COMMISSION SHALL HAVE THE FOLLOWING POWERS AND DUTIES.~~

~~1. ESTABLISH A CODE OF ETHICS FOR THE COMMISSION.~~

~~2. ESTABLISH THE FISCAL YEAR OF THE COMMISSION.~~

~~3. ESTABLISH BYLAWS FOR THE COMMISSION.~~

~~4. MAINTAIN ITS FINANCIAL RECORDS IN ACCORDANCE WITH THE BYLAWS OF THE COMMISSION.~~

~~5. MEET AND TAKE SUCH ACTIONS AS ARE CONSISTENT WITH THE PROVISIONS OF THIS INTERSTATE COMPACT, THE BYLAWS, AND RULES OF THE COMMISSION.~~

~~6. PROMULGATE UNIFORM RULES TO IMPLEMENT AND ADMINISTER THIS INTERSTATE COMPACT. THE RULES SHALL HAVE THE FORCE AND EFFECT OF LAW AND SHALL BE BINDING IN ALL MEMBER STATES. IN THE EVENT THE COMMISSION EXERCISES ITS RULEMAKING AUTHORITY IN A MANNER THAT IS BEYOND THE SCOPE OF THE PURPOSES OF THE COMPACT, OR THE POWERS GRANTED HEREUNDER, THEN SUCH AN ACTION BY THE COMMISSION SHALL BE INVALID AND HAVE NO FORCE AND EFFECT OF LAW.~~

~~7. BRING AND PROSECUTE LEGAL PROCEEDINGS OR ACTIONS IN THE NAME OF THE COMMISSION, PROVIDED THAT THE STANDING OF ANY MEMBER STATE LICENSING AUTHORITY TO SUE OR BE SUED UNDER APPLICABLE LAW MAY NOT BE AFFECTED.~~

~~8. PURCHASE AND MAINTAIN INSURANCE AND BONDS.~~

~~9. BORROW, ACCEPT, OR CONTRACT FOR SERVICES OF PERSONNEL, INCLUDING, BUT NOT LIMITED TO, EMPLOYEES OF A MEMBER STATE, OR AN~~

~~ASSOCIATED NONGOVERNMENTAL ORGANIZATION THAT IS OPEN TO MEMBERSHIP BY ALL STATES.~~

~~10. HIRE EMPLOYEES, ELECT OR APPOINT OFFICERS, FIX COMPENSATION, DEFINE DUTIES, GRANT SUCH INDIVIDUALS APPROPRIATE AUTHORITY TO CARRY OUT THE PURPOSES OF THE COMPACT, AND ESTABLISH THE COMMISSION'S PERSONNEL POLICIES AND PROGRAMS RELATING TO CONFLICTS OF INTEREST, QUALIFICATIONS OF PERSONNEL, AND OTHER RELATED PERSONNEL MATTERS.~~

~~11. LEASE, PURCHASE, ACCEPT APPROPRIATE GIFTS OR DONATIONS OF, OR OTHERWISE OWN, HOLD, IMPROVE, OR USE, ANY PROPERTY, REAL, PERSONAL OR MIXED, PROVIDED THAT AT ALL TIMES THE COMMISSION SHALL AVOID ANY APPEARANCE OF IMPROPRIETY.~~

~~12. SELL, CONVEY, MORTGAGE, PLEDGE, LEASE, EXCHANGE, ABANDON, OR OTHERWISE DISPOSE OF ANY PROPERTY REAL, PERSONAL, OR MIXED.~~

~~13. ESTABLISH A BUDGET AND MAKE EXPENDITURES.~~

~~14. BORROW MONEY.~~

~~15. APPOINT COMMITTEES, INCLUDING STANDING COMMITTEES COMPOSED OF MEMBERS AND SUCH OTHER INTERESTED PERSONS AS MAY BE DESIGNATED IN THIS INTERSTATE COMPACT, RULES, OR BYLAWS.~~

~~16. PROVIDE AND RECEIVE INFORMATION FROM, AND COOPERATE WITH, LAW ENFORCEMENT AGENCIES.~~

~~17. ESTABLISH AND ELECT AN EXECUTIVE COMMITTEE.~~

~~18. ESTABLISH AND DEVELOP A CHARTER FOR AN EXECUTIVE INFORMATION GOVERNANCE COMMITTEE TO ADVISE ON FACILITATING EXCHANGE OF INFORMATION, USE OF INFORMATION, DATA PRIVACY, AND TECHNICAL SUPPORT NEEDS, AND PROVIDE REPORTS AS NEEDED.~~

~~19. PERFORM SUCH OTHER FUNCTIONS AS MAY BE NECESSARY OR APPROPRIATE TO ACHIEVE THE PURPOSES OF THIS INTERSTATE COMPACT CONSISTENT WITH THE STATE REGULATION OF TEACHER LICENSURE.~~

~~20. DETERMINE WHETHER A STATE'S ADOPTED LANGUAGE IS MATERIALLY DIFFERENT FROM THE MODEL COMPACT LANGUAGE SUCH THAT THE STATE WOULD NOT QUALIFY FOR PARTICIPATION IN THE COMPACT.~~

~~D. THE EXECUTIVE COMMITTEE OF THE INTERSTATE TEACHER MOBILITY COMPACT COMMISSION.~~

~~1. THE EXECUTIVE COMMITTEE SHALL HAVE THE POWER TO ACT ON BEHALF OF THE COMMISSION ACCORDING TO THE TERMS OF THIS INTERSTATE COMPACT.~~

~~2. THE EXECUTIVE COMMITTEE SHALL BE COMPOSED OF EIGHT VOTING MEMBERS:~~

~~A. THE COMMISSION CHAIR, VICE CHAIR, AND TREASURER;~~
~~AND~~

~~B. FIVE MEMBERS WHO ARE ELECTED BY THE COMMISSION FROM THE CURRENT MEMBERSHIP;~~

~~I. FOUR VOTING MEMBERS REPRESENTING GEOGRAPHIC REGIONS IN ACCORDANCE WITH COMMISSION RULES; AND~~

~~H. ONE AT LARGE VOTING MEMBER IN ACCORDANCE WITH COMMISSION RULES.~~

~~3. THE COMMISSION MAY ADD OR REMOVE MEMBERS OF THE EXECUTIVE COMMITTEE AS PROVIDED IN COMMISSION RULES.~~

~~4. THE EXECUTIVE COMMITTEE SHALL MEET AT LEAST ONCE ANNUALLY.~~

~~5. THE EXECUTIVE COMMITTEE SHALL HAVE THE FOLLOWING DUTIES AND RESPONSIBILITIES:~~

~~A. RECOMMEND TO THE ENTIRE COMMISSION CHANGES TO THE RULES OR BYLAWS, CHANGES TO THE COMPACT LEGISLATION, FEES PAID BY INTERSTATE COMPACT MEMBER STATES SUCH AS ANNUAL DUES, AND ANY COMPACT FEE CHARGED BY THE MEMBER STATES ON BEHALF OF THE COMMISSION.~~

~~B. ENSURE COMMISSION ADMINISTRATION SERVICES ARE APPROPRIATELY PROVIDED, CONTRACTUAL OR OTHERWISE.~~

- ~~C. PREPARE AND RECOMMEND THE BUDGET.~~
- ~~D. MAINTAIN FINANCIAL RECORDS ON BEHALF OF THE COMMISSION.~~
- ~~E. MONITOR COMPLIANCE OF MEMBER STATES AND PROVIDE REPORTS TO THE COMMISSION.~~
- ~~F. PERFORM OTHER DUTIES AS PROVIDED IN RULES OR BYLAWS.~~

~~6. MEETINGS OF THE COMMISSION.~~

~~A. ALL MEETINGS SHALL BE OPEN TO THE PUBLIC, AND PUBLIC NOTICE OF MEETINGS SHALL BE GIVEN IN ACCORDANCE WITH COMMISSION BYLAWS.~~

~~B. THE COMMISSION OR THE EXECUTIVE COMMITTEE OR OTHER COMMITTEES OF THE COMMISSION MAY CONVENE IN A CLOSED, NON-PUBLIC MEETING IF THE COMMISSION OR EXECUTIVE COMMITTEE OR OTHER COMMITTEES OF THE COMMISSION MUST DISCUSS:~~

~~I. NONCOMPLIANCE OF A MEMBER STATE WITH ITS OBLIGATIONS UNDER THE COMPACT.~~

~~II. THE EMPLOYMENT, COMPENSATION, DISCIPLINE OR OTHER MATTERS, PRACTICES OR PROCEDURES RELATED TO SPECIFIC EMPLOYEES OR OTHER MATTERS RELATED TO THE COMMISSION'S INTERNAL PERSONNEL PRACTICES AND PROCEDURES.~~

~~III. CURRENT, THREATENED, OR REASONABLY ANTICIPATED LITIGATION.~~

~~IV. NEGOTIATION OF CONTRACTS FOR THE PURCHASE, LEASE, OR SALE OF GOODS, SERVICES, OR REAL ESTATE.~~

~~V. ACCUSING ANY PERSON OF A CRIME OR FORMALLY CENSURING ANY PERSON.~~

~~VI. DISCLOSURE OF TRADE SECRETS OR COMMERCIAL OR FINANCIAL INFORMATION THAT IS PRIVILEGED OR CONFIDENTIAL.~~

~~VII. DISCLOSURE OF INFORMATION OF A PERSONAL NATURE WHERE DISCLOSURE WOULD CONSTITUTE A CLEARLY UNWARRANTED INVASION OF PERSONAL PRIVACY.~~

~~VIII. DISCLOSURE OF INVESTIGATIVE RECORDS COMPILED FOR LAW ENFORCEMENT PURPOSES.~~

~~IX. DISCLOSURE OF INFORMATION RELATED TO ANY INVESTIGATIVE REPORTS PREPARED BY OR ON BEHALF OF OR FOR USE OF THE COMMISSION OR OTHER COMMITTEE CHARGED WITH RESPONSIBILITY OF INVESTIGATION OR DETERMINATION OF COMPLIANCE ISSUES PURSUANT TO THE COMPACT.~~

~~X. MATTERS SPECIFICALLY EXEMPTED FROM DISCLOSURE BY FEDERAL OR MEMBER STATE STATUTE.~~

~~XI. OTHER MATTERS AS SET FORTH BY COMMISSION BYLAWS AND RULES.~~

~~C. IF A MEETING, OR PORTION OF A MEETING, IS CLOSED PURSUANT TO THIS PROVISION, THE COMMISSION'S LEGAL COUNSEL OR DESIGNEE SHALL CERTIFY THAT THE MEETING MAY BE CLOSED AND SHALL REFERENCE EACH RELEVANT EXEMPTING PROVISION.~~

~~D. THE COMMISSION SHALL KEEP MINUTES OF COMMISSION MEETINGS AND SHALL PROVIDE A FULL AND ACCURATE SUMMARY OF ACTIONS TAKEN, AND THE REASONS THEREFOR, INCLUDING A DESCRIPTION OF THE VIEWS EXPRESSED. ALL DOCUMENTS CONSIDERED IN CONNECTION WITH AN ACTION SHALL BE IDENTIFIED IN SUCH MINUTES. ALL MINUTES AND DOCUMENTS OF A CLOSED MEETING SHALL REMAIN UNDER SEAL, SUBJECT TO RELEASE BY A MAJORITY VOTE OF THE COMMISSION OR ORDER OF A COURT OF COMPETENT JURISDICTION.~~

~~7. FINANCING OF THE COMMISSION.~~

~~A. THE COMMISSION SHALL PAY, OR PROVIDE FOR THE PAYMENT OF, THE REASONABLE EXPENSES OF ITS ESTABLISHMENT, ORGANIZATION, AND ONGOING ACTIVITIES.~~

~~B. THE COMMISSION MAY ACCEPT ALL APPROPRIATE DONATIONS AND GRANTS OF MONEY, EQUIPMENT, SUPPLIES, MATERIALS, AND SERVICES, AND RECEIVE, UTILIZE, AND DISPOSE OF THE SAME, PROVIDED THAT AT~~

~~ALL TIMES THE COMMISSION SHALL AVOID ANY APPEARANCE OF IMPROPRIETY OR CONFLICT OF INTEREST.~~

~~C. THE COMMISSION MAY LEVY ON AND COLLECT AN ANNUAL ASSESSMENT FROM EACH MEMBER STATE OR IMPOSE FEES ON OTHER PARTIES TO COVER THE COST OF THE OPERATIONS AND ACTIVITIES OF THE COMMISSION, IN ACCORDANCE WITH THE COMMISSION RULES.~~

~~D. THE COMMISSION MAY NOT INCUR OBLIGATIONS OF ANY KIND PRIOR TO SECURING THE FUNDS ADEQUATE TO MEET THE SAME; NOR SHALL THE COMMISSION PLEDGE THE CREDIT OF ANY OF THE MEMBER STATES, EXCEPT BY AND WITH THE AUTHORITY OF THE MEMBER STATE.~~

~~E. THE COMMISSION SHALL KEEP ACCURATE ACCOUNTS OF ALL RECEIPTS AND DISBURSEMENTS. THE RECEIPTS AND DISBURSEMENTS OF THE COMMISSION SHALL BE SUBJECT TO ACCOUNTING PROCEDURES ESTABLISHED UNDER COMMISSION BYLAWS. ALL RECEIPTS AND DISBURSEMENTS OF FUNDS OF THE COMMISSION SHALL BE REVIEWED ANNUALLY IN ACCORDANCE WITH COMMISSION BYLAWS, AND A REPORT OF THE REVIEW SHALL BE INCLUDED IN AND BECOME PART OF THE ANNUAL REPORT OF THE COMMISSION.~~

~~8. QUALIFIED IMMUNITY, DEFENSE, AND INDEMNIFICATION.~~

~~A. THE MEMBERS, OFFICERS, EXECUTIVE DIRECTOR, EMPLOYEES AND REPRESENTATIVES OF THE COMMISSION SHALL BE IMMUNE FROM SUIT AND LIABILITY, EITHER PERSONALLY OR IN THEIR OFFICIAL CAPACITY, FOR ANY CLAIM FOR DAMAGE TO OR LOSS OF PROPERTY OR PERSONAL INJURY OR OTHER CIVIL LIABILITY CAUSED BY OR ARISING OUT OF ANY ACTUAL OR ALLEGED ACT, ERROR OR OMISSION THAT OCCURRED, OR THAT THE PERSON AGAINST WHOM THE CLAIM IS MADE HAD A REASONABLE BASIS FOR BELIEVING OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES OR RESPONSIBILITIES; PROVIDED THAT NOTHING IN THIS PARAGRAPH SHALL BE CONSTRUED TO PROTECT ANY SUCH PERSON FROM SUIT OR LIABILITY FOR ANY DAMAGE, LOSS, INJURY, OR LIABILITY CAUSED BY THE INTENTIONAL OR WILLFUL OR WANTON MISCONDUCT OF THAT PERSON.~~

~~B. THE COMMISSION SHALL DEFEND ANY MEMBER, OFFICER, EXECUTIVE DIRECTOR, EMPLOYEE, OR REPRESENTATIVE OF THE COMMISSION IN ANY CIVIL ACTION SEEKING TO IMPOSE LIABILITY ARISING OUT OF ANY ACTUAL OR ALLEGED ACT, ERROR, OR OMISSION THAT OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES, OR THAT THE PERSON AGAINST WHOM THE CLAIM IS MADE HAD A REASONABLE BASIS FOR BELIEVING~~

~~OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES; PROVIDED THAT NOTHING HEREIN SHALL BE CONSTRUED TO PROHIBIT THAT PERSON FROM RETAINING HIS OR HER OWN COUNSEL; AND PROVIDED FURTHER, THAT THE ACTUAL OR ALLEGED ACT, ERROR, OR OMISSION DID NOT RESULT FROM THAT PERSON'S INTENTIONAL OR WILLFUL OR WANTON MISCONDUCT.~~

~~C. THE COMMISSION SHALL INDEMNIFY AND HOLD HARMLESS ANY MEMBER, OFFICER, EXECUTIVE DIRECTOR, EMPLOYEE, OR REPRESENTATIVE OF THE COMMISSION FOR THE AMOUNT OF ANY SETTLEMENT OR JUDGMENT OBTAINED AGAINST THAT PERSON ARISING OUT OF ANY ACTUAL OR ALLEGED ACT, ERROR OR OMISSION THAT OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES, OR THAT SUCH PERSON HAD A REASONABLE BASIS FOR BELIEVING OCCURRED WITHIN THE SCOPE OF COMMISSION EMPLOYMENT, DUTIES, OR RESPONSIBILITIES, PROVIDED THAT THE ACTUAL OR ALLEGED ACT, ERROR, OR OMISSION DID NOT RESULT FROM THE INTENTIONAL OR WILLFUL OR WANTON MISCONDUCT OF THAT PERSON.~~

~~ARTICLE VIII. RULEMAKING.~~

~~A. THE COMMISSION SHALL EXERCISE ITS RULEMAKING POWERS PURSUANT TO THE CRITERIA SET FORTH IN THIS INTERSTATE COMPACT AND THE RULES ADOPTED THEREUNDER. RULES AND AMENDMENTS SHALL BECOME BINDING AS OF THE DATE SPECIFIED IN EACH RULE OR AMENDMENT.~~

~~B. THE COMMISSION SHALL PROMULGATE REASONABLE RULES TO ACHIEVE THE INTENT AND PURPOSE OF THIS INTERSTATE COMPACT. IN THE EVENT THE COMMISSION EXERCISES ITS RULEMAKING AUTHORITY IN A MANNER THAT IS BEYOND PURPOSE AND INTENT OF THIS INTERSTATE COMPACT, OR THE POWERS GRANTED HEREUNDER, THEN SUCH AN ACTION BY THE COMMISSION SHALL BE INVALID AND HAVE NO FORCE AND EFFECT OF LAW IN THE MEMBER STATES.~~

~~C. IF A MAJORITY OF THE LEGISLATURES OF THE MEMBER STATES REJECTS A RULE, BY ENACTMENT OF A STATUTE OR RESOLUTION IN THE SAME MANNER USED TO ADOPT THE COMPACT WITHIN FOUR (4) YEARS OF THE DATE OF ADOPTION OF THE RULE, THEN SUCH RULE SHALL HAVE NO FURTHER FORCE AND EFFECT IN ANY MEMBER STATE.~~

~~D. RULES OR AMENDMENTS TO THE RULES SHALL BE ADOPTED OR RATIFIED AT A REGULAR OR SPECIAL MEETING OF THE COMMISSION IN ACCORDANCE WITH COMMISSION RULES AND BYLAWS.~~

~~E. UPON DETERMINATION THAT AN EMERGENCY EXISTS, THE COMMISSION MAY CONSIDER AND ADOPT AN EMERGENCY RULE WITH 48 HOURS' NOTICE, WITH OPPORTUNITY TO COMMENT, PROVIDED THAT THE USUAL RULEMAKING PROCEDURES SHALL BE RETROACTIVELY APPLIED TO THE RULE AS SOON AS REASONABLY POSSIBLE, IN NO EVENT LATER THAN NINETY (90) DAYS AFTER THE EFFECTIVE DATE OF THE RULE. FOR THE PURPOSES OF THIS PROVISION, AN EMERGENCY RULE IS ONE THAT MUST BE ADOPTED IMMEDIATELY IN ORDER TO:~~

- ~~1. MEET AN IMMINENT THREAT TO PUBLIC HEALTH, SAFETY, OR WELFARE;~~
- ~~2. PREVENT A LOSS OF COMMISSION OR MEMBER STATE FUNDS;~~
- ~~3. MEET A DEADLINE FOR THE PROMULGATION OF AN ADMINISTRATIVE RULE THAT IS ESTABLISHED BY FEDERAL LAW OR RULE; OR~~
- ~~4. PROTECT PUBLIC HEALTH AND SAFETY.~~

~~ARTICLE IX. FACILITATING INFORMATION EXCHANGE.~~

~~A. THE COMMISSION SHALL PROVIDE FOR FACILITATING THE EXCHANGE OF INFORMATION TO ADMINISTER AND IMPLEMENT THE PROVISIONS OF THIS COMPACT IN ACCORDANCE WITH THE RULES OF THE COMMISSION, CONSISTENT WITH GENERALLY ACCEPTED DATA PROTECTION PRINCIPLES.~~

~~B. NOTHING IN THIS COMPACT SHALL BE DEEMED OR CONSTRUED TO ALTER, LIMIT, OR INHIBIT THE POWER OF A MEMBER STATE TO CONTROL AND MAINTAIN OWNERSHIP OF ITS LICENSEE INFORMATION OR ALTER, LIMIT, OR INHIBIT THE LAWS OR REGULATIONS GOVERNING LICENSEE INFORMATION IN THE MEMBER STATE.~~

~~ARTICLE X. OVERSIGHT, DISPUTE RESOLUTION, AND ENFORCEMENT.~~

~~A. OVERSIGHT.~~

~~1. THE EXECUTIVE AND JUDICIAL BRANCHES OF STATE GOVERNMENT IN EACH MEMBER STATE SHALL ENFORCE THIS COMPACT AND TAKE ALL ACTIONS NECESSARY AND APPROPRIATE TO EFFECTUATE THE COMPACT'S PURPOSES AND INTENT. THE PROVISIONS OF THIS COMPACT SHALL HAVE STANDING AS STATUTORY LAW.~~

~~2. VENUE IS PROPER AND JUDICIAL PROCEEDINGS BY OR AGAINST THE COMMISSION SHALL BE BROUGHT SOLELY AND EXCLUSIVELY IN A COURT OF COMPETENT JURISDICTION WHERE THE PRINCIPAL OFFICE OF THE COMMISSION IS LOCATED. THE COMMISSION MAY WAIVE VENUE AND JURISDICTIONAL DEFENSES TO THE EXTENT IT ADOPTS OR CONSENTS TO PARTICIPATE IN ALTERNATIVE DISPUTE RESOLUTION PROCEEDINGS. NOTHING HEREIN SHALL AFFECT OR LIMIT THE SELECTION OR PROPRIETY OF VENUE IN ANY ACTION AGAINST A LICENSEE FOR PROFESSIONAL MALPRACTICE, MISCONDUCT OR ANY SUCH SIMILAR MATTER.~~

~~3. ALL COURTS AND ALL ADMINISTRATIVE AGENCIES SHALL TAKE JUDICIAL NOTICE OF THE COMPACT, THE RULES OF THE COMMISSION, AND ANY INFORMATION PROVIDED TO A MEMBER STATE PURSUANT THERETO IN ANY JUDICIAL OR QUASI JUDICIAL PROCEEDING IN A MEMBER STATE PERTAINING TO THE SUBJECT MATTER OF THIS COMPACT, OR WHICH MAY AFFECT THE POWERS, RESPONSIBILITIES, OR ACTIONS OF THE COMMISSION.~~

~~4. THE COMMISSION SHALL BE ENTITLED TO RECEIVE SERVICE OF PROCESS IN ANY PROCEEDING REGARDING THE ENFORCEMENT OR INTERPRETATION OF THE COMPACT AND SHALL HAVE STANDING TO INTERVENE IN SUCH A PROCEEDING FOR ALL PURPOSES. FAILURE TO PROVIDE THE COMMISSION SERVICE OF PROCESS SHALL RENDER A JUDGMENT OR ORDER VOID AS TO THE COMMISSION, THIS COMPACT, OR PROMULGATED RULES.~~

~~B. DEFAULT, TECHNICAL ASSISTANCE, AND TERMINATION.~~

~~1. IF THE COMMISSION DETERMINES THAT A MEMBER STATE HAS DEFAULTED IN THE PERFORMANCE OF ITS OBLIGATIONS OR RESPONSIBILITIES UNDER THIS COMPACT OR THE PROMULGATED RULES, THE COMMISSION SHALL:~~

~~A. PROVIDE WRITTEN NOTICE TO THE DEFAULTING STATE AND OTHER MEMBER STATES OF THE NATURE OF THE DEFAULT, THE PROPOSED MEANS OF CURING THE DEFAULT OR ANY OTHER ACTION TO BE TAKEN BY THE COMMISSION; AND~~

~~B. PROVIDE REMEDIAL TRAINING AND SPECIFIC TECHNICAL ASSISTANCE REGARDING THE DEFAULT.~~

~~C. IF A STATE IN DEFAULT FAILS TO CURE THE DEFAULT, THE DEFAULTING STATE MAY BE TERMINATED FROM THE COMPACT UPON AN AFFIRMATIVE VOTE OF A MAJORITY OF THE COMMISSIONERS OF THE MEMBER STATES, AND ALL RIGHTS, PRIVILEGES AND BENEFITS CONFERRED ON THAT STATE BY THIS COMPACT MAY BE TERMINATED ON THE EFFECTIVE DATE OF TERMINATION. A CURE OF THE DEFAULT~~

~~DOES NOT RELIEVE THE OFFENDING STATE OF OBLIGATIONS OR LIABILITIES INCURRED DURING THE PERIOD OF DEFAULT.~~

~~D. TERMINATION OF MEMBERSHIP IN THE COMPACT SHALL BE IMPOSED ONLY AFTER ALL OTHER MEANS OF SECURING COMPLIANCE HAVE BEEN EXHAUSTED. NOTICE OF INTENT TO SUSPEND OR TERMINATE SHALL BE GIVEN BY THE COMMISSION TO THE GOVERNOR, THE MAJORITY AND MINORITY LEADERS OF THE DEFAULTING STATE'S LEGISLATURE, THE STATE LICENSING AUTHORITY AND EACH OF THE MEMBER STATES.~~

~~E. A STATE THAT HAS BEEN TERMINATED IS RESPONSIBLE FOR ALL ASSESSMENTS, OBLIGATIONS, AND LIABILITIES INCURRED THROUGH THE EFFECTIVE DATE OF TERMINATION, INCLUDING OBLIGATIONS THAT EXTEND BEYOND THE EFFECTIVE DATE OF TERMINATION.~~

~~F. THE COMMISSION MAY NOT BEAR ANY COSTS RELATED TO A STATE THAT IS FOUND TO BE IN DEFAULT OR THAT HAS BEEN TERMINATED FROM THE COMPACT, UNLESS AGREED UPON IN WRITING BETWEEN THE COMMISSION AND THE DEFAULTING STATE.~~

~~G. THE DEFAULTING STATE MAY APPEAL THE ACTION OF THE COMMISSION BY PETITIONING THE U.S. DISTRICT COURT FOR THE DISTRICT OF COLUMBIA OR THE FEDERAL DISTRICT WHERE THE COMMISSION HAS ITS PRINCIPAL OFFICES. THE PREVAILING PARTY SHALL BE AWARDED ALL COSTS OF SUCH LITIGATION, INCLUDING REASONABLE ATTORNEY'S FEES.~~

~~H. DISPUTE RESOLUTION.~~

~~1. UPON REQUEST BY A MEMBER STATE, THE COMMISSION SHALL ATTEMPT TO RESOLVE DISPUTES RELATED TO THE COMPACT THAT ARISE AMONG MEMBER STATES AND BETWEEN MEMBER AND NON-MEMBER STATES.~~

~~2. THE COMMISSION SHALL PROMULGATE A RULE PROVIDING FOR BOTH BINDING AND NON-BINDING ALTERNATIVE DISPUTE RESOLUTION FOR DISPUTES AS APPROPRIATE.~~

~~I. ENFORCEMENT.~~

~~1. THE COMMISSION, IN THE REASONABLE EXERCISE OF ITS DISCRETION, SHALL ENFORCE THE PROVISIONS AND RULES OF THIS COMPACT.~~

~~2. BY MAJORITY VOTE, THE COMMISSION MAY INITIATE LEGAL ACTION IN THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF COLUMBIA OR THE FEDERAL DISTRICT WHERE THE COMMISSION HAS ITS PRINCIPAL OFFICES AGAINST A MEMBER STATE IN DEFAULT TO ENFORCE COMPLIANCE WITH THE PROVISIONS OF THE COMPACT AND ITS PROMULGATED RULES AND BYLAWS. THE RELIEF SOUGHT MAY INCLUDE BOTH INJUNCTIVE RELIEF AND DAMAGES. IN THE EVENT JUDICIAL ENFORCEMENT IS NECESSARY, THE PREVAILING PARTY SHALL BE AWARDED ALL COSTS OF SUCH LITIGATION, INCLUDING REASONABLE ATTORNEY'S FEES. THE REMEDIES HEREIN MAY NOT BE THE EXCLUSIVE REMEDIES OF THE COMMISSION. THE COMMISSION MAY PURSUE ANY OTHER REMEDIES AVAILABLE UNDER FEDERAL OR STATE LAW.~~

~~ARTICLE XI. EFFECTUATION, WITHDRAWAL, AND AMENDMENT.~~

~~A. THE COMPACT SHALL COME INTO EFFECT ON THE DATE ON WHICH THE COMPACT STATUTE IS ENACTED INTO LAW IN THE TENTH MEMBER STATE.~~

~~1. ON OR AFTER THE EFFECTIVE DATE OF THE COMPACT, THE COMMISSION SHALL CONVENE AND REVIEW THE ENACTMENT OF EACH OF THE CHARTER MEMBER STATES TO DETERMINE IF THE STATUTE ENACTED BY EACH SUCH CHARTER MEMBER STATE IS MATERIALLY DIFFERENT FROM THE MODEL COMPACT STATUTE.~~

~~2. A CHARTER MEMBER STATE WHOSE ENACTMENT IS FOUND TO BE MATERIALLY DIFFERENT FROM THE MODEL COMPACT STATUTE SHALL BE ENTITLED TO THE DEFAULT PROCESS SET FORTH IN ARTICLE X.~~

~~3. MEMBER STATES ENACTING THE COMPACT SUBSEQUENT TO THE CHARTER MEMBER STATES SHALL BE SUBJECT TO THE PROCESS SET FORTH IN ARTICLE VII.C.20 TO DETERMINE IF THEIR ENACTMENTS ARE MATERIALLY DIFFERENT FROM THE MODEL COMPACT STATUTE AND WHETHER THEY QUALIFY FOR PARTICIPATION IN THE COMPACT.~~

~~B. IF ANY MEMBER STATE IS LATER FOUND TO BE IN DEFAULT, OR IS TERMINATED OR WITHDRAWS FROM THE COMPACT, THE COMMISSION SHALL REMAIN IN EXISTENCE AND THE COMPACT SHALL REMAIN IN EFFECT EVEN IF THE NUMBER OF MEMBER STATES SHOULD BE LESS THAN TEN.~~

~~C. ANY STATE THAT JOINS THE COMPACT AFTER THE COMMISSION'S INITIAL ADOPTION OF THE RULES AND BYLAWS SHALL BE SUBJECT TO THE RULES AND BYLAWS AS THEY EXIST ON THE DATE ON WHICH THE COMPACT BECOMES LAW IN THAT STATE. ANY RULE THAT HAS BEEN PREVIOUSLY ADOPTED BY THE COMMISSION SHALL HAVE THE FULL FORCE AND EFFECT OF LAW ON THE DAY THE~~

~~COMPACT BECOMES LAW IN THAT STATE, AS THE RULES AND BYLAWS MAY BE AMENDED AS PROVIDED IN THIS COMPACT.~~

~~D. ANY MEMBER STATE MAY WITHDRAW FROM THIS COMPACT BY ENACTING A STATUTE REPEALING THE SAME.~~

~~1. A MEMBER STATE'S WITHDRAWAL MAY NOT TAKE EFFECT UNTIL SIX (6) MONTHS AFTER ENACTMENT OF THE REPEALING STATUTE.~~

~~2. WITHDRAWAL MAY NOT AFFECT THE CONTINUING REQUIREMENT OF THE WITHDRAWING STATE'S LICENSING AUTHORITY TO COMPLY WITH THE INVESTIGATIVE AND ADVERSE ACTION REPORTING REQUIREMENTS OF THIS ACT PRIOR TO THE EFFECTIVE DATE OF WITHDRAWAL.~~

~~E. THIS COMPACT MAY BE AMENDED BY THE MEMBER STATES. NO AMENDMENT TO THIS COMPACT SHALL BECOME EFFECTIVE AND BINDING UPON ANY MEMBER STATE UNTIL IT IS ENACTED INTO THE LAWS OF ALL MEMBER STATES.~~

~~ARTICLE XII. CONSTRUCTION AND SEVERABILITY.~~

~~THIS COMPACT SHALL BE LIBERALLY CONSTRUED TO EFFECTUATE THE PURPOSES THEREOF. THE PROVISIONS OF THIS COMPACT SHALL BE SEVERABLE AND IF ANY PHRASE, CLAUSE, SENTENCE, OR PROVISION OF THIS COMPACT IS DECLARED TO BE CONTRARY TO THE CONSTITUTION OF ANY MEMBER STATE OR A STATE SEEKING MEMBERSHIP IN THE COMPACT, OR OF THE UNITED STATES OR THE APPLICABILITY THEREOF TO ANY OTHER GOVERNMENT, AGENCY, PERSON OR CIRCUMSTANCE IS HELD INVALID, THE VALIDITY OF THE REMAINDER OF THIS COMPACT AND THE APPLICABILITY THEREOF TO ANY GOVERNMENT, AGENCY, PERSON, OR CIRCUMSTANCE MAY NOT BE AFFECTED THEREBY. IF THIS COMPACT SHALL BE HELD CONTRARY TO THE CONSTITUTION OF ANY MEMBER STATE, THE COMPACT SHALL REMAIN IN FULL FORCE AND EFFECT AS TO THE REMAINING MEMBER STATES AND IN FULL FORCE AND EFFECT AS TO THE MEMBER STATE AFFECTED AS TO ALL SEVERABLE MATTERS.~~

~~ARTICLE XIII. CONSISTENT EFFECT AND CONFLICT WITH OTHER STATE LAWS.~~

~~A. NOTHING HEREIN SHALL PREVENT OR INHIBIT THE ENFORCEMENT OF ANY OTHER LAW OF A MEMBER STATE THAT IS NOT INCONSISTENT WITH THE COMPACT.~~

~~B. ANY LAWS, STATUTES, REGULATIONS, OR OTHER LEGAL REQUIREMENTS IN A MEMBER STATE IN CONFLICT WITH THE COMPACT ARE SUPERSEDED TO THE EXTENT OF THE CONFLICT.~~

~~C. ALL PERMISSIBLE AGREEMENTS BETWEEN THE COMMISSION AND THE MEMBER STATES ARE BINDING IN ACCORDANCE WITH THEIR TERMS.~~

~~Article – State Finance and Procurement~~

~~6-226.~~

~~(a) (2) (i) 1. This subparagraph does not apply in fiscal years 2024 through 2028.~~

~~2. Notwithstanding any other provision of law, and unless inconsistent with a federal law, grant agreement, or other federal requirement or with the terms of a gift or settlement agreement, net interest on all State money allocated by the State Treasurer under this section to special funds or accounts, and otherwise entitled to receive interest earnings, as accounted for by the Comptroller, shall accrue to the General Fund of the State.~~

~~(ii) The provisions of subparagraph (i) of this paragraph do not apply to the following funds:~~

~~204. the Victims of Domestic Violence Program Grant Fund;~~
~~[and]~~

~~205. the Proposed Programs Collaborative Grant Fund; AND~~

~~206. THE ACADEMIC EXCELLENCE FUND.~~

SECTION 2. 3. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article – State Finance and Procurement

6-226.

(a) (2) (i) 1. This subparagraph does not apply in fiscal years 2024 through 2028.

2. Notwithstanding any other provision of law, and unless inconsistent with a federal law, grant agreement, or other federal requirement or with the terms of a gift or settlement agreement, net interest on all State money allocated by the State Treasurer under this section to special funds or accounts, and otherwise entitled to receive

interest earnings, as accounted for by the Comptroller, shall accrue to the General Fund of the State.

(ii) The provisions of subparagraph (i) of this paragraph do not apply to the following funds:

204. the Victims of Domestic Violence Program Grant Fund;
[and]

205. the Proposed Programs Collaborative Grant Fund; AND

206. THE ACADEMIC EXCELLENCE FUND.

7-108.

(a) In accordance with the Maryland Constitution and other law, the Governor shall include in each budget bill:

(1) an appropriation to pay the principal of and interest on the State debt;

(2) without revision, the appropriations requested for public schools, as certified by the State Superintendent of Schools;

(3) without revision, the appropriations requested for the Legislative Branch of the State government, as certified by the presiding officers of the General Assembly;

(4) without revision, the appropriations requested for the Judicial Branch of the State government, as certified by the Chief Justice of the Supreme Court of Maryland;

(5) the appropriations requested by the Governor for the Executive Branch of the State government;

(6) the appropriations required by law to be included with the appropriations for the Executive Branch;

(7) appropriations for the salaries required by law to be paid by the State;
[and]

(8) **WITHOUT REVISION, APPROPRIATIONS FOR THE ACCOUNTABILITY AND IMPLEMENTATION BOARD, AS JOINTLY CERTIFIED BY THE PRESIDING OFFICERS OF THE GENERAL ASSEMBLY AND THE GOVERNOR; AND**

(9) any other appropriations required by the Maryland Constitution or other law to be included in the budget bill.

(b) The Governor shall use the current salary plan of the Secretary of Budget and Management as the basis for the appropriations to pay those salaries to which the plan applies.

Chapter 717 of the Acts of 2024

SECTION 8. AND BE IT FURTHER ENACTED, That, notwithstanding any other provision of law, and unless inconsistent with a federal law, grant agreement, or other federal requirement, or with the terms of a gift or settlement agreement, for fiscal years 2024 through 2028, net interest on all State money allocated by the State Treasurer under § 6–226 of the State Finance and Procurement Article to special funds or accounts, and otherwise entitled to receive interest earnings, as accounted for by the Comptroller, shall accrue to the General Fund of the State, with the exception of the following funds:

(85) the Bus Rapid Transit Fund; [and]

(86) the Transit–Oriented Development Capital Grant and Revolving Loan Fund; AND

(87) THE ACADEMIC EXCELLENCE FUND.

SECTION 4. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Article – Education

7–910.

(a) (1) In this section the following words have the meanings indicated.

(2) “Digital tool” means:

(i) An online platform;

(ii) An online course;

(iii) Information and communication technology services, including software and operating systems, that are directly connected to student instruction;

(iv) Digital content; or

(v) Other digital technologies not requiring sight in an equally effective and integrated manner.

(A-1) BEGINNING WITH THE 2025-2026 SCHOOL YEAR THROUGH THE 2027-2028 SCHOOL YEAR, THIS SECTION DOES NOT APPLY TO THE PROCUREMENT AND USE OF A DIGITAL TOOL THAT UTILIZES ARTIFICIAL INTELLIGENCE, AS DEFINED IN § 3.5-801 OF THE STATE FINANCE AND PROCUREMENT ARTICLE, TO SUPPORT STUDENT LEARNING.

SECTION ~~4~~ 5. AND BE IT FURTHER ENACTED, That:

(a) (1) On or before January 1, 2026, the State Department of Education, in consultation with the Accountability and Implementation Board, shall contract with an independent public or private entity to conduct a study of funding for special education in the State.

(2) At a minimum, the study shall review and make recommendations on the following:

(i) the costs of special education in the State;

(ii) the rising costs of special education for prekindergarten students and the appropriate funding formula for those students assumed to be covered in the prekindergarten per pupil funding allocation under the Blueprint for Maryland's Future;

(iii) the implications of the design assumptions in the existing special education funding structure related to long-term spending and costs;

(iv) the establishment of a system of multiple weights for special education funding based on disability and level of services and support needed; and

(v) the feasibility of complying with the minimum school funding requirement under § 5-234 of the Education Article as it relates to special education funding.

(b) The entity conducting the study shall seek input from county boards of education, nonpublic special education schools, special education advocates, and special education organizations.

(c) The Governor shall include sufficient funds in the State budget for the appropriate fiscal years for the State Department of Education to cover the costs of the study.

(d) On or before December 15, 2026, the State Department of Education shall report the findings and recommendations of the study to the General Assembly in accordance with § 2-1257 of the State Government Article.

~~SECTION 5. 4. AND BE IT FURTHER ENACTED, That Section 3 of this Act is contingent on the enactment of substantially similar legislation in 10 other states. The~~

~~State Department of Education shall notify the Department of Legislative Services within 10 days after 10 states have enacted legislation that is substantially similar to Section 3 of this Act it is the intent of the General Assembly that the State Department of Education shall consult with the Maryland Center for Community Schools within Towson University to:~~

~~(1) evaluate the Concentration of Poverty School Grant Program in accordance with § 5-223(i)(4) of the Education Article, as enacted by Section 1 of this Act; and~~

~~(2) establish requirements for community school implementation plans in accordance with § 9.9-104(b)(3) of the Education Article, as enacted by Section 1 of this Act.~~

SECTION 6. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that the State Department of Education, after consulting with institutions of higher education in the State with programs that conduct research regarding community schools, shall:

(1) evaluate the Concentration of Poverty School Grant Program in accordance with § 5-223(i)(4) of the Education Article, as enacted by Section 2 of this Act; and

(2) establish requirements for community school implementation plans in accordance with § 9.9-104(b)(3) of the Education Article, as enacted by Section 2 of this Act.

SECTION 7. AND BE IT FURTHER ENACTED, That:

(a) For fiscal year 2026 only, the State Department of Education shall provide technical assistance to local education agencies to develop innovative models that can be replicated for teacher collaboration at the school or local school system level that improve teacher retention and student learning.

(b) (1) The Department is authorized to contract with an external partner that has experience in innovative teacher collaboration models.

(2) The entity selected under this subsection shall support the Department and may work directly with local school systems to develop their innovative models of teach collaboration.

SECTION 6-5-8. AND BE IT FURTHER ENACTED, That, except as provided in Section 5 of this Act, this Act shall take effect July 1, 2025. Section 4 of this Act shall remain effective for a period of 3 years and, at the end of June 30, 2028, Section 4 of this Act, with no further action required by the General Assembly, shall be abrogated and of no further force and effect.

Approved by the Governor, May 6, 2025.